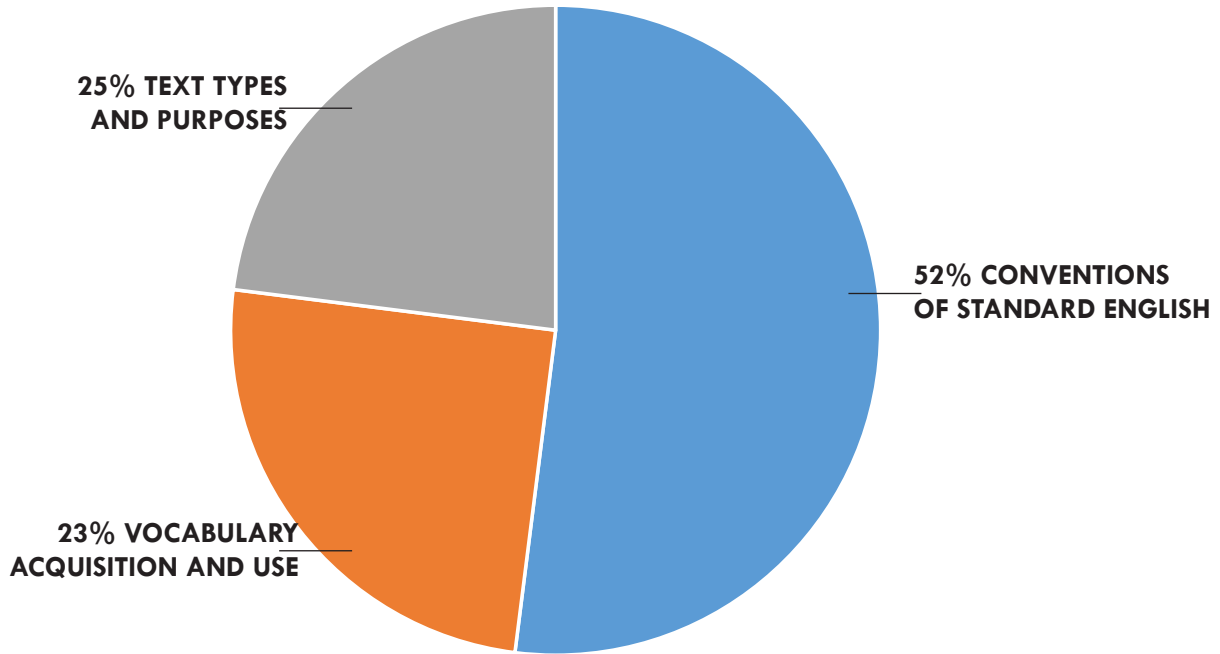




TABE 11 & 12 LANGUAGE BLUEPRINT OVERVIEW



VOCABULARY ACQUISITION AND USE (23%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (11-12.L.4.a, 11-12.L.4.b, 11-12.L.4.c, 11-12.L.4.d)	E	Medium
	11-12.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	E	Medium

CONVENTIONS OF STANDARD ENGLISH (52%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1.a, 9-10.L.1.b)	E	High
	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)	E	High

TEXT TYPES AND PURPOSES (25%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1.a, 9-10.W.1.b, 9-10.W.1.c, 9-10.W.1.d, 9-10.W.1.e)	E	Medium
	9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2.a, 9-10.W.2.b, 9-10.W.2.c, 9-10.W.2.d, 9-10.W.2.e, 9-10.W.2.f)	E	Low
	9-10.WHST.1	Write arguments focused on discipline-specific content. (9-10.WHST.1.a, 9-10.WHST.1.b, 9-10.WHST.1.c, 9-10.WHST.1.d, 9-10.WHST.1.e)	E	High
	9-10.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (9-10.WHST.2.a, 9-10.WHST.2.b, 9-10.WHST.2.c, 9-10.WHST.2.d, 9-10.WHST.2.e, 9-10.WHST.2.f)	E	High

TABE 11 & 12 LANGUAGE BLUEPRINT OVERVIEW **LEVEL A**



TABE 11 & 12 LANGUAGE PRACTICE ITEMS

1. Read the sentences.

One reason no one recognized her was because she had cut her hair.
Since she was wearing dark glasses, people did not realize it was she.
She did not speak, so no one realized it was she.

Which of these effectively combines the sentences into one sentence using appropriate parallel structure?

- A. No one recognized her because of short hair, her dark glasses hid her eyes, and not talking.
- B. No one recognized her because her hair was shorter, her dark glasses, and she did not say a word.
- C. No one recognized her because she had cut her hair, was wearing dark glasses, and said not a word.
- D. No one recognized her because her hair was cut, people did not realize it was she because of her dark glasses, and her silence.

2. Read the sentences.

Because I wanted to adopt a healthier lifestyle, I decided to abstain from fast foods and sugary soft drinks.

I looked and felt better after eliminating those harmful foods from my diet.

What does the word *abstain* mean as used in the first sentence?

- A. limit availability
- B. follow guidelines
- C. give up voluntarily
- D. develop a new habit



TABE 11 & 12 LANGUAGE PRACTICE ITEMS

3. Which sentence correctly uses a colon to introduce quoted words?

- A. "A house full of love has elastic walls": A saying Hank keeps in mind when his five children seem underfoot.
- B. A saying that Hank keeps in mind when his five children seem underfoot is: "A house full of love has elastic walls."
- C. Hank keeps in mind certain sayings when his five children seem underfoot, such as: "A house full of love has elastic walls."
- D. Hank keeps this saying in mind when his five children seem underfoot: "A house full of love has elastic walls."

4. Read the sentence.

Radical opinions often come from all kinds of people about geothermal energy that are unsupported by facts.

Which revision of the sentence is most appropriate and clear?

- A. Radical opinions are what people often have without facts about geothermal energy.
- B. Geothermal energy that people often have radical opinions about is unsupported by facts.
- C. Unsupported facts about geothermal energy often come from people with radical opinions.
- D. People often have radical opinions about geothermal energy that are unsupported by facts.



TABE 11 & 12 LANGUAGE PRACTICE ITEMS

Read Sean's essay. Then answer question 5.

Another important obligation of a U.S. citizen is jury duty. In the old days, they made this great deal called the Magna Carta. Ever since, folks get to have their very own jury. In the United States, a trial by jury is guaranteed in criminal cases by the Bill of Rights. A jury generally consists of twelve citizens. You select jurors from a group of people who I guess don't really want to be there! These people listen to the case against the accused and decide, based on the evidence, whether that person is guilty or not.

Because the decision is made by a jury of the accused's equals, it is considered fair. If the accused were at the mercy of the government or the individual judge, the process of judgement would be left vulnerable to personal prejudices and corrupt practices, such as bribery and intimidation.

5. Which of these sentences should Sean delete from his essay?

- A. Another important obligation of a U.S. citizen is jury duty.
- B. In the United States, a trial by jury is guaranteed in criminal cases by the Bill of Rights.
- C. You select jurors from a group of people who I guess don't really want to be there!
- D. Because the decision is made by a jury of the accused's equals, it is considered fair.



TABE 11 & 12 LANGUAGE PRACTICE ITEMS

6. Read the essay.

The market for cars that run on a combination of electricity and gas, called “hybrids,” and cars that run only on electricity, called “plug-ins,” has become crowded and confusing in the past few years. Several well established hybrid car models have been available for over ten years, and new hybrid versions of popular gas-only cars are in development. Since 2010, no fewer than six new models of plug-in cars have been introduced. What is the best choice for an environmentally conscious consumer?

Plug-in vehicles, which run solely on electricity stored in batteries, are newer to the market and, therefore, less familiar to consumers. These cars are not measured by miles per gallon, since they don't burn gallons of gas (and therefore create no greenhouse gas emissions). The defining statistic for most plug-ins is the range, or the number of miles that can be driven on a full charge. Most plug-ins that are widely available can travel between forty and ninety miles on a charge. In cities of the United States, typical car owners travel less than thirty miles a day—well within the single-charge range of plug-in vehicles. The overall cost of running a plug-in car depends on the cost of electricity, which varies from region to region. Environmentally conscious consumers might also consider whether the electricity that comes to their homes is generated by burning coal or from hydroelectricity.

Since many consumers are concerned about reliability and the long-term performance of new technologies, the ten-year record of success for hybrid cars is important. With the newer plug-in technology, there remains a greater possibility of unforeseen maintenance costs. Additionally, many consumers may prefer the flexibility of hybrids in terms of their unlimited range on gasoline power.

The writer needs to add a concluding paragraph. Which three sentences combine to create an effective conclusion?

- A. Gas-powered cars are still more popular than hybrids and plug-ins because they have more powerful engines.
- B. Buyers who typically drive less than forty miles a day and have low electricity costs should consider a plug-in vehicle.
- C. People prefer hybrids because they look better and have been available longer.
- D. On the other hand, people who are most concerned about reliability and range should probably purchase a hybrid.
- E. Since environmental and financial responsibility are the two main concerns of car buyers, plug-in cars are the better choice.
- F. In conclusion, there are two basic considerations to make before deciding on either of these new automobile technologies.



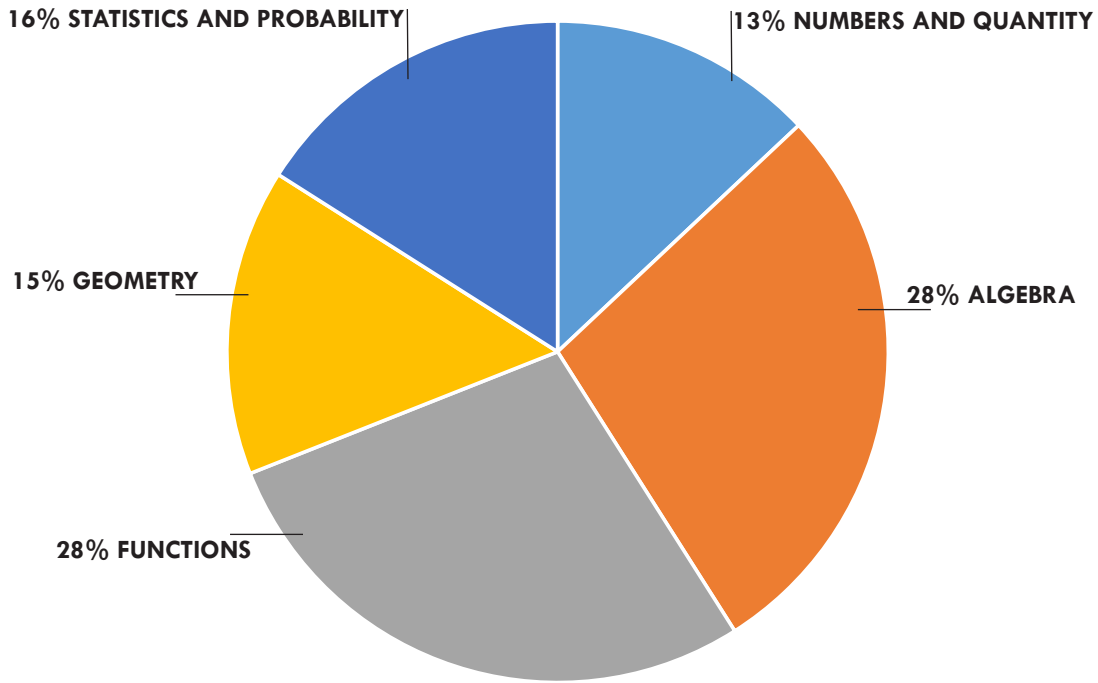
TABE 11 & 12 LANGUAGE PRACTICE ITEMS

ANSWER KEY:

1. C
2. C
3. D
4. D
5. C
6. B, D, F



TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETRY (15%)	G.CO: Congruence	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
	G.SRT: Similarity, Right Triangles, and Trigonometry	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
	G.GMD: Geometric Measurement and Dimension	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
	G.MG: Modeling with Geometry	G.MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	E	Medium

NUMBERS AND QUANTITY (13%)	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	N.RN: The Real Number System	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	E	Medium
	N.Q: Quantities	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	E	High
		N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	E	Low

ALGEBRA (28%)	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	A.SSE: Seeing Structure in Expressions	A.SSE.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	E	Low
		A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	E	Low
		A.SSE.3a	Factor a quadratic expression to reveal the zeroes of the function it defines.	E	Low
	A.APR: Arithmetic with Polynomials and Rational Expressions	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add subtract, and multiply polynomials.	E	Medium
	A.CED: Creating Equations	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	Low
		A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	E	Low
		A.CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	E	Medium
	A.REI: Reasoning with Equations and Inequalities	A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	E	Low
		A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	E	Low
A.REI.4		Solve quadratic equations in one variable.	E	Low	
A.REI.6		Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	E	Medium	
A.REI.10		Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	E	High	

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW LEVEL A

FUNCTIONS (28%)	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	F.IF: Interpreting Functions	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	E	Low
		F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	E	Medium
		F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem.	E	Medium
		F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	E	Medium
		F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	E	High
		F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay.	E	Low
		F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	E	Low
	F.BF: Building Functions	F.BF.1	Write a function that describes a relationship between two quantities.	E	Low
	F.LE: Linear, Quadratic, and Exponential Models	F.LE.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	E	Low
F.LE.5		Interpret the parameters in a linear or exponential function in terms of a context.	E	Low	

STATISTICS AND PROBABILITY (16%)	DOMAIN	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	S.ID: Interpreting Categorical and Quantitative Data	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	E	Medium
		S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	E	Medium
		S.ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	E	Medium
		S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	E	Medium
		S.ID.9	Distinguish between correlation and causation.	E	Low

TABLE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW **LEVEL A**



TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

1. Which expression is equivalent to $(x^2y)^3 \cdot x^3$?

- A. x^5y^3
- B. x^6y^3
- C. x^9y^3
- D. $x^{18}y^3$

2. The lists show the measured heights, in meters, of trees in two different sections of a forest.

Section A: 4.8, 5.0, 5.3, 5.8, 6.1, 6.5, 6.5

Section B: 3.8, 3.8, 5.8, 6.4, 6.6, 6.8, 9.2

Which statement makes a correct conclusion based on the interquartile range of the two data sets?

- A. The trees in Section B most likely have more consistent heights than the trees in Section A.
- B. The trees in Section A most likely have more consistent heights than the trees in Section B.
- C. A randomly selected tree in Section B will most likely be taller than a randomly selected tree in Section A.
- D. A randomly selected tree in Section A will most likely be taller than a randomly selected tree in Section B.



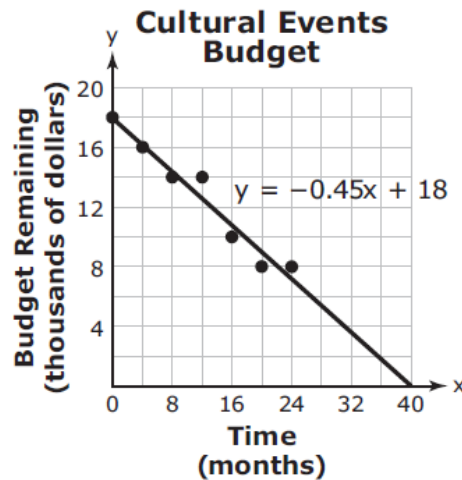
TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

3. A rainwater collection system uses a cylindrical storage tank with a diameter of 50 centimeters and a height of 80 centimeters.

What is the total volume of water, in cubic centimeters, that can be collected?

- A. 12,566 cubic centimeters
- B. 50,000 cubic centimeters
- C. 157,080 cubic centimeters
- D. 251,327 cubic centimeters

4. A county clerk has a given amount of money to budget for cultural events.



Based on the scatterplot, what does the point (0, 18) represent?

- A. the total amount of the budget given to the county
- B. the total amount of the budget spent after 18 months
- C. the average amount spent out of the budget each month
- D. the predicted amount of time after which the entire budget will be spent



TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

5. At an aquarium, researchers are preparing a mixture of salt water. The desired ratio is 90 grams of salt per liter of water.

- 1 ounce = 28.35 grams
- 1 gallon = 3.8 liters

What is the ratio in ounces per gallon?

- A. 0.8 ounce per gallon
- B. 3.2 ounces per gallon
- C. 12.1 ounces per gallon
- D. 23.7 ounces per gallon

6. Which of these expressions are equivalent to 5^2 ? Select the four that apply.

- A. $\frac{5^5}{5^3}$
- B. $\frac{5^8}{5^4}$
- C. $\frac{5^8}{5^6}$
- D. $5^{-1} \times 5^{-2}$
- E. $5^{-1} \times 5^3$
- F. $5^{-4} \times 5^6$



TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

7. Joan uses the function $C(x) = 0.11x + 12$ to calculate her monthly cost for electricity.
- $C(x)$ is the total cost (in dollars).
 - x is the amount of electricity used (in kilowatt-hours).

Which of these statements are true? Select the three that apply.

- A. Joan's fixed monthly cost for electricity use is \$0.11.
- B. The cost of electricity use increases \$0.11 each month.
- C. If Joan uses no electricity, her total cost for the month is \$12.
- D. Joan pays \$12 for every kilowatt-hour of electricity that she uses.
- E. The initial value represents the maximum cost per month for electricity.
- F. A graph of the total cost for $x \geq 0$ kilowatt-hours of energy used is a straight line.
- G. The slope of the function $C(x)$ represents the increase in cost for each kilowatt-hour used.



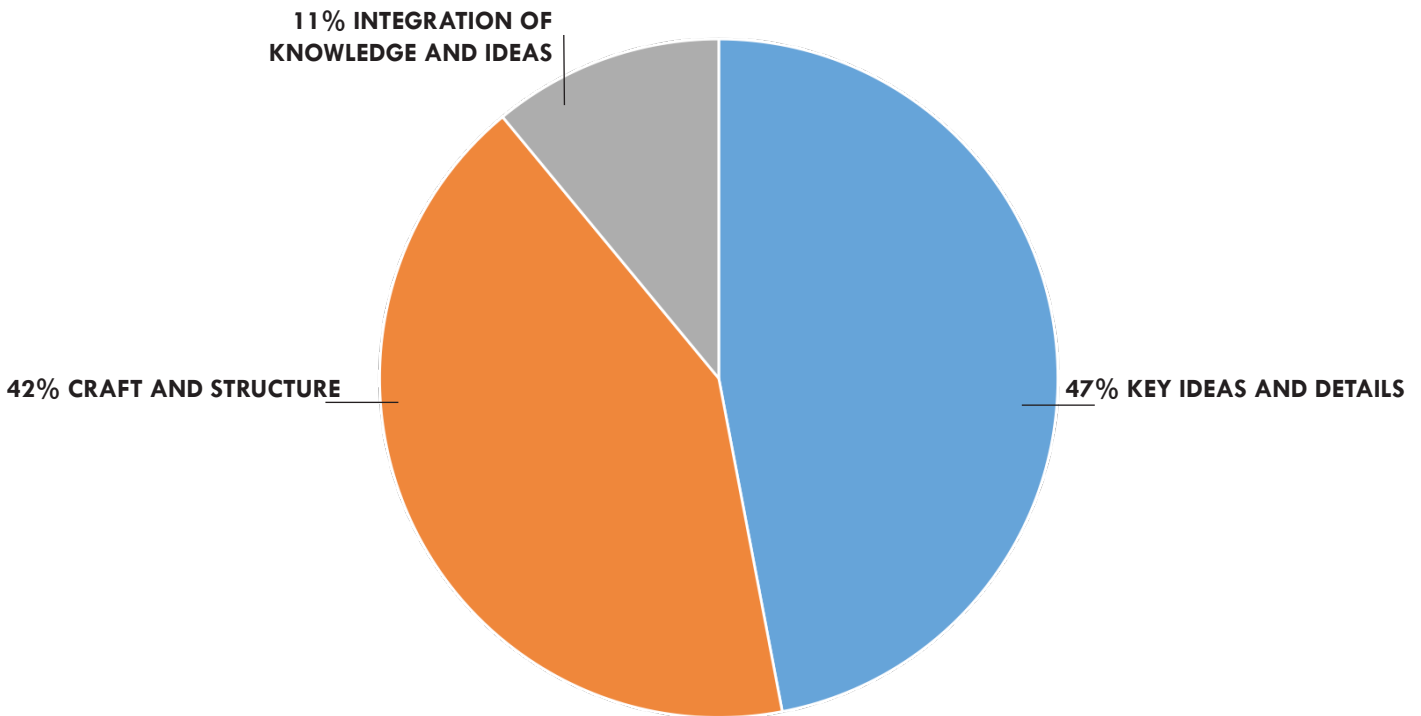
TABE 11 & 12 MATHEMATICS PRACTICE ITEMS

ANSWER KEY:

1. C
2. B
3. C
4. A
5. C
6. A, C, E, F
7. C, F, G



TABE 11 & 12 READING BLUEPRINT OVERVIEW



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
KEY IDEAS AND DETAILS (47%)	9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E	Low
	9-10.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	E	Medium
	9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E	High
	9-10.RST.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	E	Low
	9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	Medium
	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	High
	11-12.RST.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	E	Low
	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	E	Medium
	9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	E	Medium
	9-10.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	E	Medium

CRAFT AND STRUCTURE (42%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Low
	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	High
	9-10.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	E	Medium
	9-10.RI.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	E	High
	11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	E	Medium
	9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	E	Low
	11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	E	Low
	9-10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	E	High
	9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	E	Low

INTEGRATION OF KNOWLEDGE AND IDEAS (11%)	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
	9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	E	High

TABE 11 & 12 READING BLUEPRINT OVERVIEW **LEVEL A**



TABE 11 & 12 READING PRACTICE ITEMS

Read the passage. Then answer questions 1 through 7.

Buying Local

- 1 In many European countries, people typically visit their local merchants on a daily basis. People travel to the local butcher, baker, and seller of fruits and vegetables to buy what they need for their meals that day. In America, however, often the opposite is true. Many Americans do their weekly food shopping at large grocery stores. These stores belong to chains, with locations across the country. Many of the stores' products are not produced in the areas where the stores are located. Instead, fruits, vegetables, meats, and dairy products are shipped in from locations around the country and even around the world.
- 2 In the past, America's towns were filled with locally owned and independent specialty shops, much like the shops in Europe. In the 1920s, chain stores began to take over in America. By the 1950s, large supermarkets and the migration to suburban locations were taking hold in the country. These large stores offered a one-stop shop for all items at a lower cost than the local competition. Additionally, these stores often advertised a wider selection of products for the consumer. Americans were enticed by the convenience and affordability that chain stores were able to provide. In effect, chain stores pushed the local merchants and business owners out because small local businesses could not afford to compete. In recent years, a "buy local" movement has sprung up around the country to shift the attention back to local businesses. Buying local is a way to encourage people to support local businesses rather than large chains.
- 3 Supporters believe that buying local has several advantages. First, it supports the local economy. Because local small business owners are part of the community, they are interested in the welfare of that community. The money they make goes back into the community rather than to a large corporation. The employees hired by these local businesses often know a lot about the businesses' products and provide great customer service. After all, the people they are helping could be their next-door neighbors!
- 4 Buying local also creates local jobs and helps to grow local businesses. Workers earn wages from these businesses, which they spend in their communities. In addition, businesses pay taxes, which helps to support local growth and development. Both wages and taxes contribute to the health and welfare of the community as a whole.



TABE 11 & 12 READING PRACTICE ITEMS

- 5 Buying local produce also has health benefits. Almost as soon as fruits and vegetables are picked, they begin to lose some of their nutrients. Instead of being picked and then shipped for hundreds of miles, locally grown produce goes from the farm to the table quickly, sometimes on the same day. Being able to buy freshly picked produce means that the food we put on our tables is as nutritious as it can be.
- 6 Shopping at large stores is certainly convenient, but buying local is a way for all of us to support our community and ourselves.

¹chains: large stores owned by the same corporation

1. Read the sentence from paragraph 4.

Both wages and taxes contribute to the health and welfare of the community as a whole.

Which key idea does the sentence support?

- A. Americans shop mostly at large chain grocery stores.
 - B. Buying locally helps create local jobs and grow local businesses.
 - C. Large grocery stores offer items at lower costs than local competition.
 - D. Americans who buy locally are healthier than people who shop at chain stores.
2. Which of these is most likely the author's purpose for writing this article?
- A. The author wants the reader to understand how grocery stores have changed since the 1920s.
 - B. The author wants the reader to understand that European grocery stores are superior to American grocery stores.
 - C. The author wants the reader to understand that grocery stores stopped selling locally grown products during the 1950s.
 - D. The author wants the reader to understand that the new trend of buying local produce has many important benefits for Americans.



TABE 11 & 12 READING PRACTICE ITEMS

3.

Part A

How does the author provide effective support for the main idea of the article?

- A. The author states that buying local supports the local economy.
- B. The author states that there are problems with local chain stores.
- C. The author compares the local shopping trends of Americans with Europeans.
- D. The author compares American local chain stores with European markets.

Part B

Which detail from the article best supports the answer to Part A?

- A. "In many European countries, people typically visit their local merchants on a daily basis."
- B. "Many of the stores' products are not produced in the areas where the stores are located."
- C. "In the past, America's towns were filled with locally owned and independent specialty shops, much like the shops in Europe."
- D. "Buying local is a way to encourage people to support local businesses rather than large chains."

4.

Part A

Which statement explains how paragraphs 3 and 4 develop the author's claim that buying local is a better option?

- A. The paragraphs suggest that buying local helps the country.
- B. The paragraphs suggest that buying local is more affordable.
- C. The paragraphs suggest that buying local helps local economies.
- D. The paragraphs suggest that buying local is healthier for people.

Part B

Which sentence from the article best supports the answer to Part A?

- A. "Supporters believe that buying local has several advantages."
- B. "The money they make goes back into the community rather than to a large corporation."
- C. "The employees hired by these local businesses often know a lot about the businesses' products and provide great customer service."
- D. "After all, the people they are helping could be their next-door neighbors!"



TABE 11 & 12 READING PRACTICE ITEMS

5.

Part A

How does the author advance his or her point of view in the article?

- A. The author focuses on how Americans shop.
- B. The author focuses on how products are shipped throughout the world.
- C. The author compares the healthier shopping habits of Europeans with the habits of Americans.
- D. The author compares the economic benefits of shopping at smaller stores rather than large chain stores.

Part B

Which sentence from the article best supports the answer to Part A?

- A. "People travel to the local butcher, baker, and seller of fruits and vegetables to buy what they need for their meals that day."
- B. "Many Americans do their weekly food shopping at large grocery stores."
- C. "Many of the stores' products are not produced in the areas where the stores are located."
- D. "Buying local also creates local jobs and helps to grow local businesses."



TABE 11 & 12 READING PRACTICE ITEMS

6.

Part A

Which statement represents a claim made by the author in paragraph 5?

- A. Locally grown produce is organic.
- B. Locally grown produce is rarely shipped.
- C. Locally grown produce has less chemicals.
- D. Locally grown produce has more vitamins.

Part B

Which two details from the article best support the answer to Part A?

- A. "Buying local produce also has health benefits."
- B. "Almost as soon as fruits and vegetables are picked, they begin to lose some of their nutrients."
- C. "Instead of being picked and then shipped for hundreds of miles, locally grown produce goes from the farm to the table quickly, sometimes on the same day."
- D. "Being able to buy freshly picked produce means that the food we put on our tables is as nutritious as it can be."



TABE 11 & 12 READING PRACTICE ITEMS

7.

Part A

Which statement describes how the author explains the impact of grocery chain stores on local economies?

- A. Chain stores hire workers outside the community.
- B. Chain stores provide a larger selection of products.
- C. Chain stores take tax dollars from the local community.
- D. Chain stores import goods and services from other countries.

Part B

Which sentence from the article best supports the answer to Part A?

- A. "Instead, fruits, vegetables, meats, and dairy products are shipped in from locations around the country and even around the world."
- B. "The money they make goes back into the community rather than to a large corporation."
- C. "After all, the people they are helping could be their next-door neighbors!"
- D. "Instead of being picked and then shipped for hundreds of miles, locally grown produce goes from the farm to the table quickly, sometimes on the same day."



TABE 11 & 12 READING PRACTICE ITEMS

ANSWER KEY:

1. B
2. D
3. Part A—A
Part B—D
4. Part A—C
Part B—B
5. Part A—D
Part B—D
6. Part A—D
Part B—B, D
7. Part A—C
Part B—D