

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

GRADE 7 READING

Form R0117, CORE 1

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Directions

Read the passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen.

SAMPLE

Tina was almost ready to leave when she realized that she had misplaced her keys. After searching for ten minutes, she still could not find them. Tina decided to search her backpack and found the keys in the side pocket.

What does the word misplaced mean in this paragraph?

- A** lost
- B** changed
- C** broken
- D** hidden

Directions: Read the story and answer the questions that follow.

Johanna's Talent Show



- 1 It was late, very late, but Johanna was still awake. The ceaseless dripping of the bathroom faucet was definitely getting on her nerves as she lay on her bed, thinking about her choices. What should she do next? Johanna didn't know what to say to her friends about the upcoming talent show. The irritating "drip-drip-drip" of the faucet kept breaking her concentration. The faucet would stop dripping for a moment and then start dripping again. The dripping was as irritating and disruptive as the recent events at school that were also ruining her sleep.
- 2 "What possessed me to organize the annual talent show?" Johanna asked herself. She had thought it would be exciting, but she had not been prepared for the problems that had developed. She had not realized what a scheduling nightmare the tryouts would become, nor did she anticipate the conflicts that would develop with her friends. And, lately, it seemed that everyone considered her a friend.
- 3 Every day for the past week, people had been approaching Johanna, trying to convince her of their talents and hoping to influence her decisions about who should be in the show. It was difficult to remain neutral. After all, she had attended school with many of these people since kindergarten. She was not sure how she could avoid the pressure, but she had to. She couldn't resign; too many people were depending on her.
- 4 Johanna thought she knew who really had talent, but some of them were her friends. What if she were accused of favoritism? "Drip-drip-drip-drip" came the sound from the faucet. Annoyed, Johanna rose from her bed, walked into the bathroom, and again turned the knob on the faucet as tightly as she could. "Maybe this will take care of it," she thought as she returned to her bed to further contemplate what seemed like a nightmare.
- 5 "Okay," she thought, "I'll just tell everyone I'm unavailable until after the talent show. I'll explain that I have to remain neutral and make sure the best acts are chosen."

- 6 "I can do that," she encouraged herself, "and everyone will understand my position. Won't they?"
- 7 With that thought she drifted into a fitful sleep. She was awakened at five o'clock the next morning by a renewed "drip-drip-drip." "Well," Johanna concluded as she wearily got ready for the day ahead, "at least I won't have to listen to dripping water at school."
- 8 Once she arrived at school, Josh rushed up to her.
- 9 "I've been practicing on the guitar," he told her. "You'll love my new song!"
- 10 Johanna smiled weakly. "Thanks, Josh," she murmured and quickly turned away.
- 11 Just then Patti came up and tapped her on the shoulder. "I'm working on a new monologue for the talent show. You'll love it!"
- 12 Johanna sighed. She had known Patti since kindergarten. How could she decide to put someone else in the talent show and leave Patti out? But if she included everyone, the whole school would be in the show. Nobody would be in the audience!
- 13 Johanna went in search of her closest friend, Margaret. "Listen, Margaret," she said, "I know you want to be in the talent show more than anything. Do you think you have an inside track because of our friendship? Do you think that would be fair?"
- 14 Margaret brushed a stray hair from her forehead, and answered hesitantly, "Well, uh, Jo, don't treat me differently from anyone else. But you know I'll practice and practice and practice if I'm chosen. I promise."
- 15 Johanna crossed her arms. "See, that's what I mean, Margaret. How am I supposed to be neutral when I know how much my closest friends want to participate? And I know how good they'll be."
- 16 Margaret thought for a few moments. "You do have a problem," she finally said. "And I don't know how you can avoid it. Your friends will be upset if they're not chosen, and you might decide not to choose them just to make sure you're not accused of playing favorites. That wouldn't be fair either."
- 17 "So, how do I resolve it?" Johanna asked with a frown.
- 18 "I have an idea," Margaret said, breaking into a smile. "Who says you have to judge? Find neutral judges to make the decisions about the performances. Maybe some of the teachers would help out. That way no one can accuse you of favoritism. Just remember to keep their identities secret so that people are not bothering them too."
- 19 "You've saved the day, Margaret. Thanks!" Johanna smiled too. "That's the perfect solution."

- 20 Johanna took a deep breath. “Finally I can work on the scheduling for the talent show tryouts,” she thought to herself. Early the next day, before classes began, Johanna visited several teachers. They were all happy to help with the auditions. Johanna then spread the news that the tryouts would be videotaped and that anonymous judges would make the talent show selections. Following Margaret’s advice, she refused to reveal the names of the judges. Her worries gone, Johanna felt excited again—thanks to Margaret’s suggestion.
- 21 When Johanna arrived home after school, she didn’t even realize that the faucet was still dripping. Her excitement about the talent show overshadowed everything else.

1 In paragraph 1, what does the word disruptive mean?

- A** senseless
- B** troublesome
- C** surprising
- D** forgettable

2 What does the word contemplate mean in paragraph 4?

- F** think about
- G** observe
- H** stare at
- J** inspect

3 What happens when Johanna begins organizing the talent show?

- A** She learns that her friends cannot be in the show.
- B** Nobody wants to help plan the tryouts.
- C** She foresees problems directing her friends.
- D** Her friends refuse to participate in the show.

4 How does Johanna feel at the end of the story?

- F** Nervous
- G** Relieved
- H** Confused
- J** Amused

5 Why does the author include the detail of the dripping faucet?

- A** To show that Johanna is deep in thought
- B** To show that Johanna is easily bothered
- C** To explain why Johanna regrets planning the show
- D** To help readers understand Johanna's anxiety

6 What can the reader *best* conclude about Margaret?

- F** She thinks she is guaranteed to be in the show.
- G** She has performed in many other talent shows.
- H** She wants to be judged on her talent alone.
- J** She expects to be one of the show's judges.

7 What is the main conflict of this story?

- A** Josh vs. Patti
- B** The talent show vs. the school
- C** Johanna vs. Margaret
- D** Johanna vs. herself

8 The climax of the story occurs when —

- F** Margaret makes a suggestion
- G** Johanna talks to the teachers
- H** Patti is left out of the show
- J** Johanna has trouble sleeping

9 Which sentence from the story *best* shows that Johanna is afraid of disappointing her schoolmates?

- A** "She had thought it would be exciting, but she had not been prepared for the problems that had developed."
- B** "'How am I supposed to be neutral when I know how much my closest friends want to participate?'"
- C** "'Finally I can work on the scheduling for the talent show tryouts,' she thought to herself."
- D** "Her excitement about the talent show overshadowed everything else."

10 Which of these is the *best* summary of paragraph 20?

- F** Margaret spreads the news that the contest will be videotaped.
- G** Johanna arranges for teachers to judge the tryouts using videotape.
- H** Margaret suggests that Johanna contact teachers and ask for their help.
- J** Johanna refuses to tell anyone the names of the show's judges.

11 If another paragraph were added at the end of the story, it would *most* likely be about —

- A** Johanna apologizing to Josh
- B** the new song Josh is practicing
- C** Johanna's parents fixing the faucet
- D** the tryouts for the talent show

Directions: Read the article and answer the questions that follow.

Touching the Other Shore

- 1 Diana Nyad once explained that she always ignored the pain and discomfort that came with the goals she set for herself. She said it was important to overcome the barriers she encountered as she pursued new challenges. Nyad's words summed up a lifetime of success as a long-distance swimmer, journalist, author, and speaker.
- 2 Born in 1949, she took an early interest in swimming as a sport and was a Florida State High School swimming champion. Like many young athletes, she had Olympic dreams. Nyad wanted to be part of the United States swim team at the 1968 Summer Olympics. A serious illness kept her from competing, however, so she went on to finish college instead.
- 3 The disappointment of not participating in the Olympics did not stop Nyad, though, from going forward with her swimming. Instead, she became interested in marathon swimming. The sport matched Nyad well. A brilliant athlete, she was well-conditioned for spending long periods of time in the water. Most of all, she was mentally fit for the sport. It takes a special person to tolerate the demands of swimming for miles in rough, cold water. Nyad knew she had the skills to compete with others and win. Now, as a long-distance swimmer, she would compete against herself and the obstacles presented by distance, danger, cold, and fatigue.
- 4 For ten years Nyad devoted herself to becoming one of the world's best long-distance swimmers. Her first long-distance swim in 1970 was one of her shortest. She swam a ten-mile marathon in Lake Ontario, and, even though she did not finish first, Nyad set the women's record for the course. After this early success, Nyad took on longer and more difficult swims. In 1972 she set another record by swimming 102.5 miles from an island in the Bahamas to the coast of Florida. She traveled the entire distance without using a shark cage for protection. This feat still stands today as the longest swim of its kind.
- 5 In 1975 Nyad broke a third record when she swam around Manhattan Island in New York. By then, she was well known around the world. People admired her ability to go from one shore to another in long, grueling swims. Her desire for more challenging events took her to almost every continent. She swam in the Nile River, the Suez Canal, the North Sea, the Bay of Naples, and in the waters above the Great Barrier Reef.



- 6 Nyad attempted to swim the distance between Florida and Cuba in 1978. The span of water that separates the United States from Cuba is less than one hundred miles wide, but it is rough and hazardous. For almost two days Nyad battled the treacherous water. Finally, for the sake of her own health and safety, she had to give up. Although she did not finish her swim, this is the swim that made her famous. She impressed the world with her courage and intense desire to succeed. For Nyad her strength of purpose was just as important as reaching Cuba. That is how she defined success. It did not matter that her swim came up short. As long as she faced the task with her best effort, she had touched the other shore.
- 7 When Nyad ended her career as a swimmer, she continued to try new things. Nyad traveled the globe as a reporter for radio and television networks, and she won awards for her work in broadcasting. Nyad has written books, and she often speaks publicly about her remarkable life. As a reporter and an author, Diana Nyad works to inspire others, just as she did when she swam the waters of the world.

12 Which of these *best* describes what this article is about?

- F** Diana Nyad’s battle to overcome serious illness
- G** Diana Nyad’s determination to do her best at every new challenge
- H** The challenges of being an Olympic swimmer
- J** The progress in setting long-distance swimming records

13 Read this sentence from the article.

It takes a special person to tolerate the demands of swimming for miles in rough, cold water.

What is the meaning of the word tolerate as it is used in the sentence?

- A** expand
- B** conceal
- C** endure
- D** finish

14 How did Nyad feel after her attempt to swim to Cuba?

- F** Angry with her failure
- G** Glad it was over
- H** Satisfied with her best try
- J** Disappointed that she failed

15 Which question is answered in paragraph 5?

- A** Where was Nyad's second record set?
- B** How did Nyad become a long-distance swimmer?
- C** When was Nyad's first long-distance swim?
- D** Why did Nyad travel to almost every continent?

16 Which question is answered in paragraph 7?

- F** How does Nyad define success?
- G** What does Nyad speak about publicly?
- H** Why did Nyad’s swimming feats impress people?
- J** Why did Nyad continue to set swimming records?

17 “Overcoming a Setback” would be the *best* heading for paragraph —

- A** 1
- B** 3
- C** 5
- D** 7

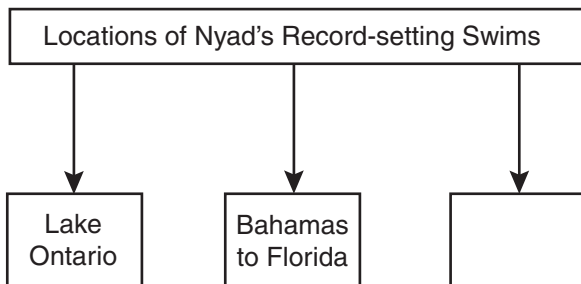
18 What external conflict did Nyad experience in her long-distance swims?

- F** Individual vs. nature
- G** Individual vs. society
- H** Individual vs. individual
- J** Individual vs. technology

19 What can the reader conclude from the description of Nyad’s career as an author and reporter?

- A** She attracts large groups of fans wherever she goes.
- B** She tries to be a positive influence on people.
- C** She wants to compete as a long-distance swimmer again.
- D** She prefers public speaking to long-distance swimming.

20 Look at the chart about the article.



Which information belongs in the empty box?

- F** Manhattan Island
- G** The Suez Canal
- H** The Great Barrier Reef
- J** Cuba to Florida

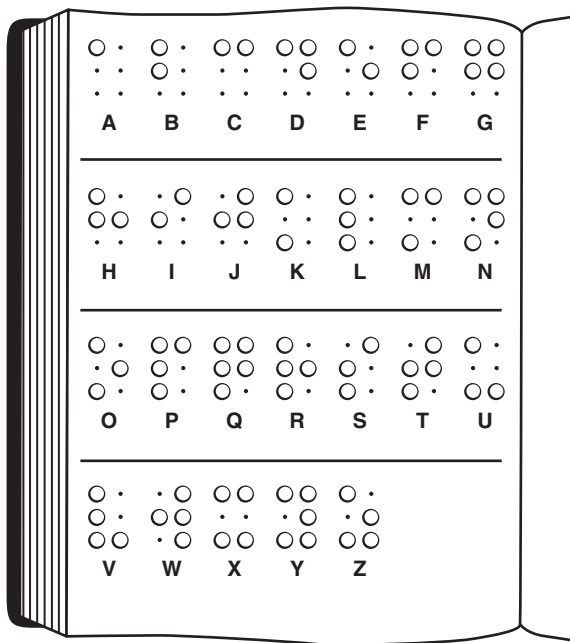
21 What is the relationship in the following pair of words?

Swimmer is to water as —

- A** actor is to theater
- B** writer is to editor
- C** kitchen is to chef
- D** soldier is to officer

Directions: Read the article and answer the questions that follow.

The Boy Behind Braille



- 1 Do you remember how hard it was to learn to read? Imagine how difficult it would be if you had to read by feeling words with your fingertips. Long ago that was the only alternative for blind students.
- 2 Louis Braille was a child who struggled to learn because he was blind. Although he could see when he was born in 1809 near Paris, France, he injured one of his eyes when he was three years old. An infection spread to both eyes leaving Braille completely blind. Still, he was luckier than most blind children of his time. Few blind children were ever educated, and they seldom grew up to be more than street beggars. Braille’s family, however, believed that he could learn despite his blindness.
- 3 At first Braille went to public school with his older sisters and his brother. He faithfully listened to his teacher. Then his sister would read his homework assignments to him. Braille proved that a blind child could learn. He was soon at the top of his class.
- 4 Despite his intelligence, the public school had no method to teach Braille to read or write. His teachers soon felt that he could learn no more from them until he had these skills. So, at age nine, Braille went to the Institution Royale des Jeunes Aveugles, a private school for the blind located in Paris. His wish to learn to read on his own was finally granted.

- 5 Even though he was eager, Braille found the reading system for the blind a real challenge. At the time, books for the blind were made by forming the letters of the alphabet from copper wire. These letters were pressed into the paper, leaving a raised impression of the letter on the paper's other side. The blind student could then read by feeling the raised letters. But even though they were raised, discriminating between the letters was difficult and time-consuming. Also, very few raised-print books were available because they were difficult and slow to make.
- 6 Braille wanted to improve the reading system for the blind. His idea came from a totally unexpected source. When he was twelve years old, a French army officer visited his school. The officer had developed a code that allowed soldiers to read and write at night without using a light. The code was made up of raised dots and dashes combined in different ways to represent different sounds. The soldiers could read the message in the dark by feeling the dots and dashes with their fingertips.
- 7 Immediately, Braille realized that blind people could use a similar system. Although the French officer's method was too difficult to comprehend, Braille was sure he could work out a simpler version that blind people could figure out.
- 8 Discovering a system that worked was an uphill climb. Braille spent the next few years testing arrangements of raised dots. He worked only with dots since he had quickly decided that dashes took up too much space. Finally, he was satisfied with a system based on six dots in two columns of three dots each. Different patterns of dots within the columns would stand for different letters.
- 9 Braille was fifteen years old when he first shared his new system with other blind students. They quickly realized its benefits. Not only did it make reading faster and easier, it also gave the blind students a way to write. The student used a blunt, pointed instrument called a stylus to create the raised dot patterns on paper.
- 10 Louis Braille was eighteen years old when the first Braille book was published. Many more books originated from his system. In addition, he developed dot systems to represent numbers and music notes. Today blind people around the world can read and write thanks to young Louis Braille's dot language.

22 In paragraph 5, the word discriminating means —

- F** believing statements
- G** remembering events
- H** inventing processes
- J** judging differences

23 Read this sentence from paragraph 8.

Discovering a system that worked was an uphill climb.

This sentence implies that discovering a system was —

- A** satisfying
- B** exciting
- C** exercising
- D** challenging

24 Which of these is an *opinion* expressed in the article?

- F** "Long ago that was the only alternative for blind students."
- G** "Still, he was luckier than most blind children of his time."
- H** "Braille wanted to improve the reading system for the blind."
- J** ". . . a French army officer visited his school."

25 Which question is answered in paragraph 6?

- A** What did Louis Braille do when his parents suggested he go to another school?
- B** Why could the soldiers not use a light to read?
- C** How were letters pressed into paper so that blind people could read?
- D** How did Louis Braille find his idea for helping blind people?

26 Which sentence from the article *best* supports the idea that young Louis Braille had determination?

- F** "At first Braille went to public school with his older sisters and his brother."
- G** "Braille proved that a blind child could learn."
- H** "His idea came from a totally unexpected source."
- J** "He worked only with dots since he had quickly decided that dashes took up too much space."

27 Because Louis Braille had difficulty using the reading system for the blind that was available during his childhood, he —

- A** formed letters from copper wire patterns
- B** attended a special private school
- C** developed another touch method
- D** asked his brother to read to him

28 Based on this article, Louis Braille is *best* described as —

- F** frustrated by failure
- G** interested in science
- H** driven toward a goal
- J** knowing many languages

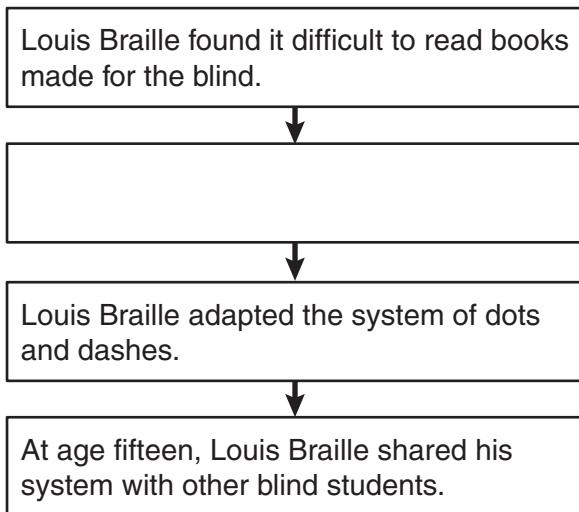
29 What is the main idea of this article?

- A** Louis Braille was unable to stay in public schools to continue his education.
- B** Louis Braille developed a system that made reading and writing easier for blind people.
- C** Louis Braille rose to the top of his class even though he was blind.
- D** Louis Braille learned a coded system developed by an army officer that taught him how to read.

30 The main purpose of this article is to —

- F** inform students about the development of the Braille system
- G** entertain students with a story about the Braille system
- H** persuade students to learn to read using the Braille system
- J** teach students how to read using the Braille system

31 Look at this flow chart about the article.



Which event belongs in the empty box?

- A** Louis Braille met an army officer with a system for reading in the dark.
- B** The first Braille book was published when Louis Braille was eighteen years old.
- C** Louis Braille developed systems to represent numbers and musical notes.
- D** Blind people around the world can read because of Louis Braille.

32 Complete the following analogy.

Louis Braille is to the Braille system as —

- F** teacher is to student
- G** scientist is to theory
- H** doctor is to patient
- J** book is to writer

33 What type of literature is this article?

- A** Editorial
- B** Folk tale
- C** Biography
- D** Personal essay

**Turn the page
and
continue working.**

Directions: Read the flier and answer the questions that follow.

DESIGN-A-LOGO CONTEST

We need a logo—a graphic image—that will be the perfect symbol of our great new Wheelsville Skate Park. We would like those of you who are counting the days until the grand opening to design an appropriate logo that can be used on stationery, business cards, fliers, brochures, posters, and T-shirts. An appropriate, well-designed logo will provide an opportunity for young artists to receive recognition as well as great prizes. If you are interested, here are the things you need to know:

LOGO REQUIREMENTS

- Design must be original and distinctive.
- Design can include no more than two colors in addition to black and white.
- Artwork should be reproducible at various sizes from business cards to posters.
- The words “Wheelsville Skate Park” must appear in the logo.

SUBMISSION DETAILS

- Contestants are required to be 18 years old or younger on May 15.
- There is no limit to the number of submissions.
- Logo should be submitted on 8½”x 11” paper. Do not fold.
- Name and address of designer must appear on the back of the logo design.
- Contestants need to include a one-page written explanation describing the key features of the design.
- All submissions become the property of Wheelsville Skate Park. None will be returned.

DEADLINE

- Mail entries will be accepted between April 10 and May 15. Entries must be postmarked no later than May 15.
- Electronic submissions must be transmitted no later than May 15.
- Winning design will be posted on our website at www.wheelsville.skatepark.com on May 20, three weeks before the grand-opening celebration.

PRIZES

- **First Prize:** Digital camera, one-year pass to Wheelsville Skate Park, and two T-shirts bearing the prize-winning logo
- **Second Prize:** Six-month pass to Wheelsville Skate Park and a T-shirt with the prize-winning logo
- **Honorable Mention:** One free ticket to Wheelsville Skate Park and a T-shirt with the prize-winning logo to two contestants from grades K–5, two contestants from grades 6–8, and two contestants from grades 9–12

JUDGES

- The panel of judges is made up of a graphic designer, two technology teachers, four local skaters, and three members of Wheelsville Skate Park Board of Directors.
- The judges’ decisions are final.

MAIL ENTRY FORMS AND DESIGNS TO:

Wheelsville Skate Park Logo Contest
Riverside Recreation Center
1295 New Rockford Hwy.
Riverside, VA 23226

ELECTRONIC SUBMISSIONS of no more than 2 MB may be sent to skateman4x@comlink.com by May 15. Files should be .jpg, .gif, .png, .pict, or Photoshop files.

- 34** In the introduction, the phrase “counting the days” suggests a feeling of —
- F** nervousness
 - G** amusement
 - H** uncertainty
 - J** excitement
-
- 35** Under “Deadline,” the word transmitted could *best* be replaced with —
- A** sent
 - B** drawn
 - C** created
 - D** found
-
- 36** Based on the flier, which file type is *not* acceptable for submission?
- F** .jpg
 - G** .png
 - H** .pict
 - J** .bmp

37 Read this additional information for the flier.

All contestants will receive a certificate of achievement.

This information would *best* fit under which of the following headings?

- A** Logo Requirements
- B** Submission Details
- C** Deadline
- D** Prizes

38 This flier tries to encourage readers to enter the contest by —

- F** explaining the rules
- G** relating interesting details
- H** offering prizes
- J** showing sample logos

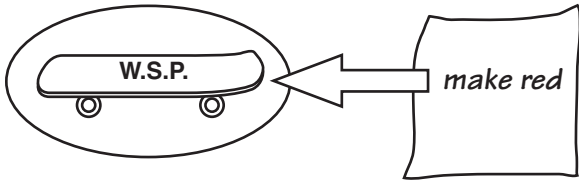
39 How will winners be announced?

- A** By mail
- B** By telephone
- C** On the radio
- D** On the Internet

40 Which question is answered in the introduction?

- F** Who are the judges?
- G** What prizes are offered?
- H** Who needs a logo?
- J** When is the contest over?

41 Look at this contestant's logo design.



Which part of the design shows a misunderstanding of the rules?

- A** Does not use three colors
- B** Under minimum size
- C** Does not use full park name
- D** Shows a skateboard

42 The author draws attention to the mailing address by —

- F** boxing text
- G** centering text
- H** bulleting text
- J** underlining text

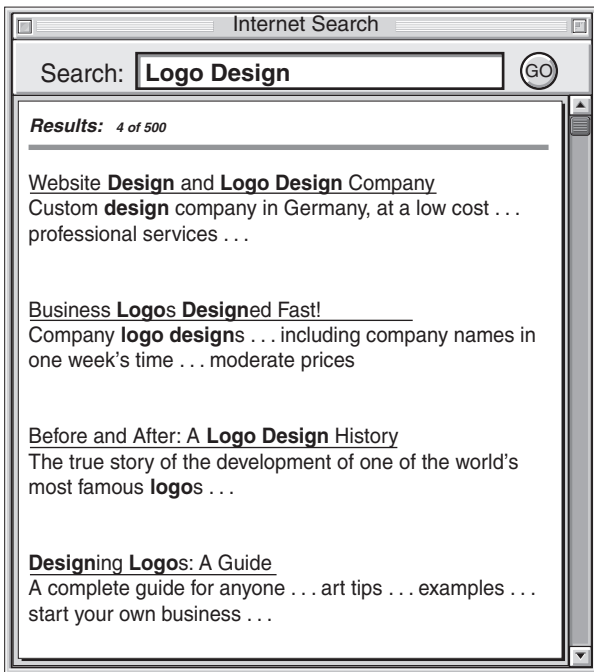
43 The author makes this flier easier to read by using all of these EXCEPT —

- A** bold print
- B** headings
- C** bullets
- D** italic print

44 Which organizational pattern is used in this flier?

- F** Listing
- G** Chronological order
- H** Cause-and-effect
- J** Generalization

45 Look at these results from an Internet search.



Which website would be *most* helpful for designing a logo for this contest?

- A** Website Design and Logo Design Company
- B** Business Logos Designed Fast!
- C** Before and After: A Logo Design History
- D** Designing Logos: A Guide



Answer Key-7064-R0117

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	B	001	Use word analysis strategies and information resources
2	F	001	Use word analysis strategies and information resources
3	C	002	Demonstrate comprehension of printed materials
4	G	002	Demonstrate comprehension of printed materials
5	D	002	Demonstrate comprehension of printed materials
6	H	002	Demonstrate comprehension of printed materials
7	D	002	Demonstrate comprehension of printed materials
8	F	002	Demonstrate comprehension of printed materials
9	B	002	Demonstrate comprehension of printed materials
10	G	002	Demonstrate comprehension of printed materials
11	D	002	Demonstrate comprehension of printed materials
12	G	002	Demonstrate comprehension of printed materials
13	C	001	Use word analysis strategies and information resources
14	H	002	Demonstrate comprehension of printed materials
15	D	002	Demonstrate comprehension of printed materials
16	G	002	Demonstrate comprehension of printed materials
17	B	002	Demonstrate comprehension of printed materials
18	F	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	F	002	Demonstrate comprehension of printed materials
21	A	001	Use word analysis strategies and information resources
22	J	001	Use word analysis strategies and information resources
23	D	001	Use word analysis strategies and information resources
24	G	002	Demonstrate comprehension of printed materials
25	D	002	Demonstrate comprehension of printed materials
26	G	002	Demonstrate comprehension of printed materials
27	C	002	Demonstrate comprehension of printed materials
28	H	002	Demonstrate comprehension of printed materials
29	B	002	Demonstrate comprehension of printed materials
30	F	002	Demonstrate comprehension of printed materials
31	A	001	Use word analysis strategies and information resources
32	G	001	Use word analysis strategies and information resources
33	C	002	Demonstrate comprehension of printed materials
34	J	001	Use word analysis strategies and information resources
35	A	001	Use word analysis strategies and information resources
36	J	002	Demonstrate comprehension of printed materials
37	D	002	Demonstrate comprehension of printed materials
38	H	002	Demonstrate comprehension of printed materials
39	D	002	Demonstrate comprehension of printed materials
40	H	002	Demonstrate comprehension of printed materials
41	C	002	Demonstrate comprehension of printed materials
42	G	002	Demonstrate comprehension of printed materials
43	D	002	Demonstrate comprehension of printed materials
44	F	002	Demonstrate comprehension of printed materials
45	D	001	Use word analysis strategies and information resources

Grade 7 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	089
2	137
3	166
4	187
5	204
6	218
7	231
8	242
9	252
10	262
11	271
12	279
13	287
14	295
15	302
16	309
17	316
18	323
19	330
20	336
21	343
22	349
23	356
24	362
25	369
26	376
27	382
28	389
29	396
30	403
31	411
32	419
33	427
34	435
35	444
36	454
37	464
38	476
39	489
40	504
41	521
42	543
43	572
44	600
45	600