

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

# GRADE 8 READING

---

Form R0117, CORE 1

**Property of the Virginia Department of Education**

©2007 by the Commonwealth of Virginia, Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may reproduce any portion of these released tests for non-commercial educational purposes without requesting permission. All others should direct their written requests to the Virginia Department of Education, Division of Student Assessment and School Improvement, at the above address or by e-mail to [Student\\_Assessment@doe.virginia.gov](mailto:Student_Assessment@doe.virginia.gov).



**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 article and answer the questions below.**

## **A Magical Experience**

- 1 One hot August afternoon, Deena Hoagland and her son Joe sat on a floating platform at Dolphins Plus, a marine center near their home in Key Largo, Florida. Nearby, a large, powerful, six-hundred-pound dolphin circled, occasionally popping its head through the surface of the water to study the mother and her child. Suddenly, the curious dolphin circled again, this time swimming within inches of the platform, flicking its mighty tail powerfully at precisely the right moment. The exuberant dolphin splashed the Hoaglands with water. That is when something amazing happened. Three-year-old Joe Hoagland smiled and then giggled. Sitting with Joe on her lap, Deena smiled, too, as her heart leapt with joy. It was the first sign of hope she had seen in Joe since his stroke six weeks earlier.
- 2 Joe Hoagland was born with a rare heart condition that had forced him to spend much of his first three years of life in hospitals. After a series of open-heart surgeries, Joe seemed to be doing better, but the last surgery to repair a graft on his heart resulted in a stroke. The stroke put him in an eight-day coma and left him paralyzed on one side and unable to see out of one eye.
- 3 Worse still, the spunky toddler who had bravely battled his ailments until then became demoralized. His spirit seemingly broken, Joe sank into a deep depression. Afraid of his doctors and unwilling to participate in efforts at physical therapy, Joe grew listless, losing interest even in his favorite toys. Doctors advised Deena to consider placing her son in a full-time center for rehabilitation and therapy.
- 4 Deena refused. Having heard of a new therapeutic approach termed “dolphin-assisted therapy,” she phoned Dolphins Plus and asked permission to bring her son along. Lloyd Borgas, the owner of the center that offered guests an opportunity to swim with dolphins, agreed. However, to his astonishment, Deena arrived with Joe within minutes of hanging up with Borgas. The no-nonsense Air Force veteran took one look at the severely impaired child slumped in the stroller and immediately began to wonder at the wisdom of his generosity. He explained to Deena that when he agreed to allow them to visit the dolphins, he had not meant that same day.
- 5 Deena, however, was resolved and refused to take no for an answer. After Deena explained Joe’s condition and the stroke that he had recently suffered, Borgas led the pair to the low-level platform. There Joe met Fonzie, the playful dolphin that would quickly become his best friend. Overjoyed at Joe’s reaction to the fun-loving dolphin, Deena Hoagland brought him back day after day, eager to see more progress. Motivated by his aquatic buddy, Joe slowly began to climb out of his depression. With each passing visit, Joe seemed to make more progress. Before long, he was regaining some movement on his left side. Dolphins Plus trainers urged Joe to get into the water and swim with his new friend. Joe, however, was reluctant. After all, he was still weak. Weighing only forty

pounds, Joe was partially paralyzed and unable to stand on his own. Fonzie, on the other hand, was a six-hundred-pound bundle of pure muscle with eighty-eight razor-sharp teeth. Gradually, though, Joe became more comfortable with the large dolphin, and by mid-September, Joe was swimming with his friend.

- 6 Dolphins Plus trainers continued to challenge Joe by telling him that Fonzie could only eat fish fed to him from Joe's left hand. The young boy struggled to regain the dexterity and strength needed to grasp the fish with his left hand. He eventually became strong enough to feed Fonzie and grasp the dolphin's dorsal fin with his left hand during their swims.
- 7 Over the next two years, Joe fully recovered from the paralysis and partial blindness that his doctors thought irreversible. Now a healthy, active teenager, Joe lives a life similar to any of his friends. He visits and swims frequently with his friend Fonzie and helps his parents with Island Dolphin Care. Deena started Island Dolphin Care to work with Dolphins Plus to share the benefits of dolphin therapy with other special-needs children and their parents.
- 8 The program has been very successful and has helped many children and their families improve their lives. Deena emphasizes to parents that they should not expect the amazing results that Joe had while working with the dolphins. Despite the feelings of many who have witnessed amazing changes in their children, Deena knows that dolphins have no special powers of healing. However, when families see their children laughing and smiling with dolphins, it is hard to argue that something magical is not happening.

**1 The author organized paragraphs 2 through 6 by —**

- A** relating the causes of strokes and how they affect people
- B** stating an opinion about the therapy and offering details in support
- C** describing Joe's recovery from beginning to end
- D** identifying problems Joe faced and making suggestions

**2 What does the word listless mean in paragraph 3?**

- F** angry and stubborn
- G** older and more mature
- H** lacking energy and concern
- J** cautious and shy

**3 In paragraph 3, the word demoralized means —**

- A** carefully studied
- B** taken away hope
- C** greatly awakened
- D** grown much worse

**4 Why did Joe’s mother first bring him to Dolphins Plus?**

- F** She knew that dolphins were Joe’s favorite animal.
- G** Joe wanted a chance to swim with the center’s dolphins.
- H** She had heard of a new type of therapy using dolphins.
- J** Joe had enjoyed swimming with other animals at the center.

**5 Deena Hoagland smiled when Fonzie splashed Joe with water because —**

- A** she was amused by the dolphin’s play
- B** the water was colder than she expected
- C** she knew it would make Joe happy
- D** Joe’s reaction was a sign of hope

**6 The reader may *best* conclude that Joe’s doctors —**

- F** recommended he participate in water therapy
- G** did not expect him to fully recover
- H** made a mistake during his surgeries
- J** did not know what was causing his illness

**7 Dolphins Plus trainers told Joe that Fonzie could only eat fish given with the left hand in order to —**

- A** keep Joe from trying to feed the dolphins with his right hand
- B** ensure that Joe knew the correct feeding methods
- C** encourage Joe to use his left hand more often
- D** limit the amount of food that Joe gave the dolphins

**8 Which of these is the *best* summary of this article?**

- F** While sitting on a floating platform at Dolphins Plus, Joe and his mother were splashed by a friendly dolphin.
- G** At first Joe was afraid to swim with his new dolphin friend, but he gradually gained confidence.
- H** After suffering a stroke while undergoing surgery, Joe had to increase his therapy.
- J** After a stroke left Joe partially paralyzed, a friendly dolphin motivated the boy to recover.

**9 Which detail from this article supports the idea that Deena Hoagland was determined to help Joe recover?**

- A** She speaks to other parents about Island Dolphin Care.
- B** She brought Joe back to Dolphins Plus day after day.
- C** She was overjoyed at Joe’s reaction to the dolphins.
- D** She cautions parents not to expect the results Joe achieved.

**10 The reader may *best* conclude that Joe —**

- F** often swam with dolphins before having his stroke
- G** recovered faster because of his desire to swim with Fonzie
- H** had several more heart surgeries after meeting Fonzie
- J** would have recovered eventually even without the dolphins

**11 The main purpose of this article is to —**

- A** compare dolphins with other aquatic animals
- B** provide important information about dolphins in captivity
- C** relate the amazing story of one boy's ability to regain his health
- D** tell the story of a boy and a dolphin's friendship

**12 In this article, the author's tone is one of —**

- F** worry
- G** curiosity
- H** doubt
- J** amazement



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

## **The Wall**

- 1 "Remember," said the art teacher, Mr. Ramirez, "our class has volunteered to paint a mural for the school beautification project. We're looking for a few good ideas, and then we'll vote on the best one. Any suggestions?"
- 2 I thought about the sketchbook in my backpack. When Mr. Ramirez announced the mural project last week, I drew my idea. Every time I went to submit it, though, my stomach tied up in knots. So each day I slipped out of class with everyone else, my sketchbook tucked away in my backpack.
- 3 Mr. Ramirez stood by the blackboard with a piece of chalk in his hand, waiting. The class looked around uneasily. Josh, the boy who sat across the table from me, spoke up first. "That's easy, Mr. R. You should paint me."
- 4 A few of Josh's friends on the opposite side of the room snickered. Others in the class rolled their eyes.
- 5 "Seriously," Josh said. "I'm good-looking. I'm a model student. I'm well-loved by all the girls. I'm a regular icon of everything this school represents."
- 6 "You are a regular icon of modesty, Josh," said the teacher.
- 7 Alana Jackson raised her hand. "Mr. Ramirez," she said, "I have an idea that I think would represent more than just one person." She glared at Josh, then turned away. "Let's make a rainbow. The colors could represent the diversity of our school."
- 8 As Mr. Ramirez wrote "rainbow" on the blackboard, Josh called out, "Way to go, rainbow girl. Did you think of that all by yourself?"
- 9 I pulled my sketchbook from my bag. The class was silent. This was my chance to speak up—but I didn't say anything. I couldn't. Instead, I buried my head in my arms.
- 10 "Don't be upset," Josh said to me, "pretty soon we'll have a lovely rainbow mural in the courtyard to cheer everyone up."
- 11 A few people had other ideas, but none reflected the whole school. The bell rang, and as everyone filed out of the room, Mr. Ramirez called out for us to keep thinking and bring more suggestions tomorrow.

- 12 That night at home, I opened my sketchbook and looked at my idea for the mural. I had stayed after school one day to brainstorm mural ideas that would reflect the life of our school. At first everything had seemed quiet, but then I came across some boys playing basketball behind the gym. I sketched the outline of one of the boys leaping into the air for a slam dunk. The girl's softball team was practicing out in the field, so I drew the outline of my friend Maggie at bat. In the art hall, I found a girl working on a painting. I sketched another silhouette of her with canvas and brush. I also found a boy in the library with a pile of books, a few students working on a science lab, and the drama club rehearsing lines. Silhouettes of all these people wound up in my mural sketch. I thought I was finished, but as I waited for my mom in the parking lot, I saw a few boys practicing skateboard tricks across the parking lot. One of them was Josh. I added one last outline to my drawing.
- 13 I sat on my bed looking at the sketch. Who was I kidding? No matter how pleased I was with my idea at home, no matter how resolved I felt to share it, I always chickened out when surrounded by blackboards and classmates. How was tomorrow going to be any different? I was tired of being a spineless jellyfish, though. I packed my sketchbook in my bag and placed the bag by the door.
- 14 The next day, the class added a few new ideas to the list, but no one was excited by any of them. I held my sketchbook on my lap, like a soldier ready for battle. Now was the time, this was the day . . . but nothing happened. My hand didn't go up in the air. My voice didn't speak up. I just sat there.
- 15 After a few minutes, Mr. Ramirez looked over at me. "Marianna, do you have an idea to share?"
- 16 "Me?" I said. Everyone was looking. The walls were laughing at me. "No, not me. Sorry."
- 17 I melted. It was over. For good. As Mr. Ramirez reviewed our list of ideas, I opened my sketchbook to the mural silhouettes. It didn't matter now, did it? I took a deep breath and prepared to tear the page out.
- 18 "Hey, that's not too bad," someone said behind me. It was Josh.
- 19 I slammed the sketchbook shut. I had thought he was asleep.
- 20 "Come on," he said, "let me see it again."
- 21 I don't know why, but I handed the sketchbook to him. The next thing I knew, he winked at me and flew to the front of the room.
- 22 "Mr. R!" he announced. "We have a winner! I have our mural right here!"

- 23 I turned redder than any can of red paint. Oh, to be some kind of burrowing creature that could dig a hole and hide in the sand!
- 24 When Mr. Ramirez asked if this was my idea for the mural, I felt my thoughts were peeled away by my classmates' stares. I sat up straight. "Yes, it is," I said.
- 25 The class voted, and my idea was chosen for the mural. Afterward, Josh patted my shoulder. "I can't believe you were going to let us get stuck with the rainbow," he said.
- 26 I smiled.
- 27 "No need to thank me," he said. "It's just another day's work for the best-looking guy on campus!"

**13 In paragraphs 3 through 6, Josh is *best* described as —**

- A** confident
- B** offensive
- C** frustrated
- D** encouraging

**14 Which phrase from paragraph 12 helps the reader understand the meaning of silhouette?**

- F** "I had stayed after school one day"
- G** "I drew the outline of my friend"
- H** "I found a girl working on a painting"
- J** "I waited for my mom in the parking lot"

**15 Which statement *best* summarizes paragraph 12?**

- A** Marianna finds inspiration for her sketch in many locations at her school.
- B** Marianna spends a lot of time watching her classmates play basketball.
- C** The school has students who are interested in many different things.
- D** A variety of activities are taking place all over the school.

**16 What is the theme of this story?**

- F** Believe in yourself.
- G** Know when to accept help.
- H** Understand your limitations.
- J** Create opportunities for yourself.

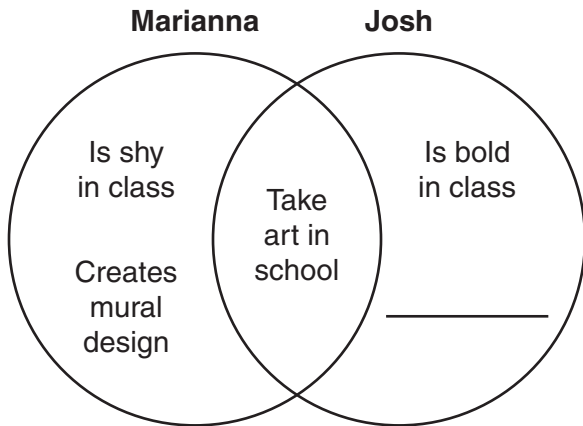
**17 After the class votes on the mural design, Marianna probably feels —**

- A** nervous
- B** relieved
- C** frustrated
- D** courageous

**18 How would the story be different if it had been told from Mr. Ramirez’s point of view?**

- F** Readers would not have known why Marianna was reluctant to share her idea.
- G** Readers would have known more information about Marianna’s family.
- H** Readers would have known more information about Josh’s behavior.
- J** Readers would not have known how Marianna felt about Alana’s suggestion.

**19** Look at this Venn diagram about the story.



**Which phrase belongs in the blank?**

- A** Draws design during art class
- B** Practices skateboard tricks
- C** Plays basketball behind gym
- D** Waits for a ride after school

**20** Complete the following analogy.

**Mural is to painting as —**

- F** color is to rainbow
- G** drawing is to sketch
- H** project is to idea
- J** book is to library

**21** In paragraph 5, the word icon means —

- A religious image
- B loyal friend
- C talented comedian
- D recognizable figure

**22** Which of these is an example of personification?

- F "Others in the class rolled their eyes."
- G "This was my chance to speak up—"
- H "The walls were laughing at me."
- J ". . . I felt my thoughts were peeled away . . ."

**23** Which phrase is an example of a metaphor?

- A "I slipped out of class with everyone else"
- B "I opened my sketchbook"
- C "I also found a boy in the library"
- D "I was tired of being a spineless jellyfish"

**Turn the page  
and  
continue working.**

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

## **Writers! Poets! Photographers! Artists!**

### **Join the Staff of *Northfield School News and Notes***

Our school newspaper is published monthly from September through May. We depend on the dedicated efforts of student volunteers. This could mean you!

#### **What Can You Do?**

<p><b>Poetry*</b></p> <p>Our monthly poetry page features original poetry written by Northfield students. We welcome all types of poetry:</p> <ul style="list-style-type: none"><li>• free verse</li><li>• ballads</li><li>• haiku</li></ul>	<p><b>Reviews*</b></p> <p>Help us review current movies, music, and best-selling books by giving us your point of view. Here's your chance to tell everyone your perspective on the mind-boggling mystery you just read or the science fiction movie playing at the theater.</p>	<p><b>Current School Events</b></p> <p>Report on current school events such as the upcoming science fair and the 8th grade trip to the art museum. Get behind the scenes and give everyone a close-up description of the event.</p>
<p><b>Sports</b></p> <p>We always need students to attend sports events and give a firsthand account of the game. This job includes a bonus—the sportswriter receives free tickets.</p>	<p><b>Photography*</b></p> <p>Use the school's state-of-the-art camera technology to take pictures for the paper. This is your chance to tell the story of our school through pictures.</p>	<p><b>Cartoons/Illustrations*</b></p> <p>We are always looking for student cartoons and illustrations. Being published in the <i>Northfield School News and Notes</i> can be the beginning of an impressive art portfolio.</p>

\*Materials submitted for publication must include student's name and address. Anonymous submissions will not be considered.

#### **Requirements:**

- Meetings are every Monday from 3:30 p.m. to 4:30 p.m. in the library.
- Additional meetings for complicated projects and special assignments are Wednesdays from 3:30 p.m. to 4:30 p.m. as needed.
- The first meeting is Monday, September 8, at 3:30 p.m. in the library. *Attendance for new staff members is mandatory for this meeting but is not required for last year's staff.*

#### **How Do You Join?**

**Turn in a letter of application and a list of any job preferences to Mrs. James.**

**Deadline: September 5th**

**Questions? See Mrs. James in room 216.**



**24 The “What Can You Do?” section is meant to —**

- F** explain the paper’s policies and procedures
- G** show samples of student-written news articles
- H** provide examples of possible newspaper jobs
- J** help students improve their writing abilities

**25 The reader may *best* infer that the Northfield School News and Notes —**

- A** does include materials written by teachers and staff
- B** does not charge students for copies of the paper
- C** does publish a variety of material that interests students
- D** does not allow sixth and seventh graders on the staff

**26 A student interested in the “Reviews” section of this flier probably enjoys —**

- F** attending different school academic events
- G** reading books and watching movies
- H** attending school athletic events
- J** taking photos and writing poetry

**27 The purpose of this flier is to —**

- A** encourage students to write more often
- B** persuade students to buy the school paper
- C** inform students of upcoming school events
- D** recruit students to work on the school paper

**28 Which question is answered in the “Photography” section?**

- F** What types of photographs does the newspaper need?
- G** Do students need previous photography experience?
- H** Do students need to have their own camera equipment?
- J** How many photographers does the newspaper need?

**29 In the section just before “Requirements,” what does the word Anonymous mean?**

- A** not well written
- B** late or incomplete
- C** name not given
- D** written by hand

**30 The tone of this flier is —**

- F** cautionary
- G** persuasive
- H** supportive
- J** appreciative

**31 Mrs. James asks students to include job preferences in order to —**

- A** learn which students have previous experience
- B** determine which students are the best workers
- C** assign students to positions that they will enjoy
- D** limit the number of students on the staff

**32 What is the *most* likely reason Mrs. James requires a letter of application?**

- F** To find out how well students follow instructions
- G** To verify that students are making good grades
- H** To avoid unnecessary meetings
- J** To evaluate students' skills and interests

**33 The reader may *best* infer that special assignments —**

- A** involve using the school's camera equipment
- B** are usually reserved for experienced staff members
- C** often require additional planning and preparation
- D** require a team of student reporters working together

**34 Complete the following analogy.**

**Photograph is to picture as —**

- F** haiku is to poem
- G** ticket is to concert
- H** report is to event
- J** job is to volunteer

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

## **Recycled Shoes**

- 1 Nike®, a major United States sportswear company, has spent the last several years doing some serious “sole” searching. In other words, the company wants your smelly, old sneakers. Why would anyone want dirty, worn-out shoes? The material used to make most sneakers is extremely flexible. Nike, in its “Reuse-a-Shoe” program, uses this soft, shock-absorbent material for creating playgrounds and high-performance athletic surfaces.
- 2 People are encouraged to drop off their unwanted shoes at one of the company’s collection sites. The company furnishes area retailers, community agencies, and school groups with tools to promote the collection effort. These tools include posters, radio, and print advertisements. Any used shoes are welcomed as long as they do not have metal cleats or eyelets. After approximately five thousand pairs of shoes have been collected, Nike sends a huge tractor-trailer to pick up the shoes and take them to the company’s recycling plant in Oregon. Since 1993, millions of pairs of shoes have been recycled. The company currently has more than 50 collection sites located throughout 35 states. It also has similar collection programs in the United Kingdom, Australia, and Japan.
- 3 After the shoes arrive in Oregon, they are sliced and separated into three sections: the top, the middle shoe, and the outer sole. These components are ground into tiny pellets. The small particles are then thoroughly cleaned and sent to partner companies to be made into athletic surfaces.
- 4 Pellets made from the fabric or leather tops of the shoe are used to make padding that goes underneath hardwood basketball floors. The foam middle of the shoe is used to make artificial basketball courts, tennis courts, and soft playground surfaces. The pellets made from the heavy rubber bottoms, or soles, of the shoes are made into football, baseball, and soccer fields. These pellets are also used to make running tracks.
- 5 Each year Nike selects neighborhoods that could benefit from having new sports surfaces. So far, the company has helped build more than 170 sports surfaces in communities around the world. One such sports surface is found at Striker Park in Richmond, Virginia.
- 6 The average life of a pair of sneakers is very predictable. Once the shoes become too worn-out to donate to charity or pass on to a friend, they are usually thrown away. A garbage truck takes the sneakers to a landfill. The materials used to make sneakers are not biodegradable, so they remain at the landfill year after year. All those shoes have had a significant impact on our landfills.
- 7 Because Nike reduced the amount of waste going to the landfills and provided communities with safe playgrounds and excellent sports surfaces, it has received many awards from the recycling community. The company eventually plans to recycle old sneakers into brand-new sneakers, but for now, they are pleased to partner with other companies who help to put all those old shoes to good use.

---

“Nike” is a registered trademark of Nike, Inc.

**35 What is paragraph 2 mainly about?**

- A** Who creates posters and advertisements promoting recycling of sneakers
- B** Why shoes with metal cleats or eyelets are not recycled
- C** Where the plant the company uses to recycle sneakers is located
- D** How the company collects shoes for its recycling program

**36 In paragraph 3, the word components means —**

- F** parts or sections of equipment
- G** estimates of product quality
- H** types or categories of objects
- J** materials of considerable value

**37 The author organizes paragraph 4 by —**

- A** comparing different kinds of sports surfaces
- B** describing uses for different parts of the sneakers
- C** explaining the process used to grind the sneakers
- D** examining how a surface is built from start to finish

**38 Paragraph 6 is mainly about —**

- F** what causes sneakers to wear out
- G** charities that sell used sneakers
- H** what happens to most old sneakers
- J** materials used to make sneakers

**39 Why does the sportswear company create sports surfaces from old shoes?**

- A** To help professional athletes practice their skills
- B** To help ease the impact their product has on landfills
- C** To encourage company employees to stay in shape
- D** To convince area retailers to sell their products

**40 The company sets up collection sites in order to —**

- F** store shoes for community agencies and schools
- G** separate the shoes according to size and condition
- H** count the large numbers of shoes that are donated
- J** make it easier for people to donate their old shoes

**41 The soles of sneakers are used —**

- A** for football, baseball, and soccer fields
- B** as padding below basketball courts
- C** to create soft playground surfaces
- D** in the production of new sneakers

**42 The company does *not* recycle metal cleats because —**

- F** metal cleats are not worn by many people
- G** metal is much more expensive than rubber
- H** the metal cannot be separated from the rest
- J** the metal parts are not used to create sports surfaces

**43** The reader may *best* conclude that the sportswear company —

- A** donates many shoes to area kids
- B** pays people for their old sneakers
- C** recycles other types of sportswear
- D** cares about the environment

**44** Which is the *best* summary of this article?

- F** Most worn-out sneakers are eventually deposited in community landfills where they remain for many years.
- G** A sportswear company collects worn-out sneakers and uses their materials to help construct playground and sports surfaces.
- H** More than 170 communities have new playground or sports surfaces built by a major United States sportswear company.
- J** A major United States sportswear company provides collection sites where consumers may drop off worn-out sneakers.

**45** Complete the following analogy.

**Sneaker is to shoe as basketball is to —**

- A** sport
- B** court
- C** talent
- D** tennis



**Answer Key-8065-R0117**

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



### Grade 8 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	090
2	135
3	162
4	182
5	198
6	212
7	224
8	234
9	244
10	253
11	261
12	269
13	276
14	283
15	290
16	297
17	303
18	310
19	316
20	322
21	328
22	334
23	340
24	346
25	352
26	358
27	365
28	371
29	377
30	384
31	391
32	398
<b>33</b>	<b>405</b>
34	413
35	421
36	430
37	440
38	450
39	462
40	475
41	491
<b>42</b>	<b>511</b>
43	538
44	583
45	600