

VIRGINIA STANDARDS OF LEARNING

Spring 2010 Released Test

GRADE 7 READING

Form R0110, CORE 1

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Directions

Read the passage. Then read each question about the passage and choose the best answer.

SAMPLE A

Mia’s Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn’t sure what the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

This story is mostly about Mia —

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read these sentences.

Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.

What does the word misplaced mean?

- F lost
- G changed
- H broken
- J hidden

**Go to the next
page and continue
working.**

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

Changing the Environment

- 1 Sara Hayden discovered her private perch on a large boulder about two weeks after her family moved to Poplar Springs. It was the first Friday in April, and Sara’s school had early dismissal. She tossed her jacket over the sofa, dumped her backpack on the floor, and put on her heavy hiking boots. She grabbed a banana and a juice box and hustled out the back door. She still had not made a single friend at her new school; arriving late in the term had been challenging. She felt isolated and alone. As Sara’s loneliness at school continued, trekking through the tract of deep woods behind her house relieved the frustration that had built up in her.
- 2 That day Sara chose a particularly mucky route adjacent to Willow Creek. Early spring mud squished beneath her boots like clay and splattered brown specks on her jeans. Through the woods close to Willow Creek, Sara heard the creek splashing down the falls. Pale green buds announced the late-arriving spring.
- 3 About half a mile from the house, Sara noticed something rather peculiar—a whittled, pencil-shaped stump where a tall poplar sapling had stood the previous week. She looked around and saw a narrow path marked by broken branches and crushed leaves. Sara carefully picked her way through the underbrush, snagging her jeans on prickly vines.
- 4 Sara reached Willow Creek and realized immediately what had happened to the poplar sapling. A pair of industrious beavers was actively damming Willow Creek. Sara sat on a boulder about 20 yards from the partially built lodge. As yet, the dam could not stop Willow Creek in full rush, but the beavers had major construction in mind. Sara wondered how long it would take them to finish. One beaver, hauling a heavy branch in its teeth, appeared on the creek bank. For the first time in weeks, Sara was interested in something.
- 5 Over the next few weeks, Sara monitored the progress of the beavers’ timber-cutting endeavor. She noticed that poplar, birch, and willow saplings had been gnawed into stumps. The newly clear-cut plots allowed sunlight to reach the forest floor, where wildflowers painted the greenery and vines shimmied up narrow tree trunks.
- 6 The dam increased in size and reduced Willow Creek to a mere trickle. The beavers followed a remarkable work ethic. The dam was never sufficient, never big enough, never strong enough to suit the active beavers. Sara wondered whether the husky adult beavers had newborn kits in their lodge. If so, the offspring had not yet emerged into the open. She did not expect to see any for several weeks.
- 7 The stone perch gave Sara a front-row seat as the ecosystem engineers converted a rushing stream into a still-pond habitat. Sara scanned the pond daily to see what had changed. It did not occur to her that what had changed the most was her own attitude. She had exchanged loneliness for curiosity, frustration for fascination.

- 8 As the dam changed the pond’s environment, the population changed as well. A pair of wood ducks became the first visitors to set up housekeeping. The “who-eek, who-eek” of the green-headed male echoed through the woods. The female replied with a “creek, creek, creek.” Duckweed sprouted around the edges of the pond. Scrawny reeds popped up on the banks, and frogs, salamanders, and a slender snake found their way to the pond. Dragonflies and mayflies buzzed in the warm spring air.
- 9 In school, Sara’s science class was studying ecosystems. “Pair up and do a report on habitats. Be prepared to give a presentation two weeks from Friday,” said Mr. Hoffinger.
- 10 Seated alphabetically, Sara sat directly behind Kayla Hammond. Kayla turned around in her seat and whispered, “Do you have a partner?” Sara shook her head. “Want to work together?” asked Kayla.
- 11 Sara smiled. “I have an inspiration. Come over to my house after school, and I’ll show you.”
- 12 The day of the presentation came; Sara and Kayla were ready. Kayla ran the slide show while Sara narrated. “This spring, two ecosystem engineers moved to Willow Creek. These engineers have no college degrees, yet they build elaborate habitats. They are *Castor canadensis*, American beavers.”
- 13 The slides were impressive and, along with the chart, very instructive. The other students had so many questions and comments that both Kayla and Sara talked with almost everyone in class. The beaver dam had changed both the environment of the pond and Sara herself.

1 What does the word adjacent mean in paragraph 2?

- A** nearby
- B** far behind
- C** smoothly paved
- D** slightly curving

2 Which word *best* describes Sara after her presentation?

- F** Relaxed
- G** Curious
- H** Responsible
- J** Confident

3 What may the reader *best* conclude about Sara and Kayla's science presentation?

- A** The teacher is surprised by the detail of the project.
- B** The other students have already seen the beavers.
- C** The other students are fascinated by the information.
- D** The teacher will plan a field trip to see the beavers in action.

4 Based on the last sentence in the story, the reader may *best* conclude that —

- F** Sara will begin to feel comfortable at her new school
- G** the beaver dam will become a gathering spot for students
- H** the newborn kits will grow into ecosystem engineers
- J** Mr. Hoffinger will plan a lesson on beavers

5 The beavers help Sara by —

- A** clearing the forest so she can see more easily
- B** making her school appear more inviting
- C** giving her an activity to look forward to each day
- D** creating a path so she can return home

6 Willow Creek is important to the plot because Sara —

- F** likes to be alone
- G** develops a new attitude there
- H** is new to the area
- J** thinks of ideas for her assignment there

7 In the story, Sara is *best* described as —

- A** excitable and anxious
- B** restless and disappointed
- C** stubborn and shy
- D** intelligent and adventurous

8 Which sentence from the story shows why Sara is frustrated?

- F** She still had not made a single friend at her new school; arriving late in the term had been challenging.
- G** Sara carefully picked her way through the underbrush, snagging her jeans on prickly vines.
- H** Sara reached Willow Creek and realized immediately what had happened to the poplar sapling.
- J** It did not occur to her that what had changed the most was her own attitude.

9 Which of these is the *best* summary of the story?

- A** Sara enjoys hiking to her special spot in Willow Creek to observe nature.
- B** Sara is assigned a presentation in science class and takes her partner to Willow Creek to prepare.
- C** Sara makes a new friend after going to Willow Creek to watch nature at work.
- D** Sara teaches her class about what she has observed at Willow Creek and makes a friend in the process.

10 Which phrase from the story is an example of onomatopoeia?

- F** dumped her backpack
- G** pencil-shaped stump
- H** broken branches
- J** whoo-eek, whoo-eek

**Go to the next
page and continue
working.**

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

State History or World Gardens?

Jacob Barone, Principal
Sand Hill Middle School
Richmond, VA 23274

Dear Mr. Barone:

- 1 I am writing on behalf of the seventh-grade class. The traditional seventh-grade spring field trip is to the State History Museum. This year, however, the seventh grade would like to request a change. The class is interested in going to the new World Botanical Gardens located in East Johnsonville. Although this would mean a two-hour bus ride, the benefits of the new field trip would make the extra time worthwhile. The garden hours are from 10:00 A.M. to 6:00 P.M. The class could leave school at 8:00 A.M. and arrive just as the gardens open. We would have time to explore the gardens, make notes about our favorite exhibits, eat lunch, and return to school by 4:00 P.M.
- 2 Many seventh-grade students have already visited the history museum. Since the museum is so close, students often go there with their families, with scouting troops, or with other groups. We have enjoyed the many interesting exhibits, but this year we are hoping to learn something new.
- 3 The purpose of the new field trip destination is to help students understand the different environments of our planet. The World Botanical Gardens contains the second-largest walk-through Amazon rainforest exhibit in the country. Some of the other popular exhibits are the Giant Flowers, the Arid Deserts, and the Palm Trees Around the World.
- 4 Since seventh-grade students study plants and plant energy in science class, visiting the botanical gardens would be an appropriate and educational field trip. The information we could learn there would be an excellent way to supplement our science studies. We would observe plants growing in special displays that are similar to their natural habitats. Charts located near each display provide information about the plants. This information will help when learning about topics such as how food webs work and how plants respond to light. The botanical gardens also provide educational workshops and presentations to groups.
- 5 In addition, the field trip supports what we are studying in our English class. We are currently reading *Which Way to the Amazon?* This novel, which is set in a rainforest and based on scientific facts, describes the adventures of a fictional archaeological expedition searching for a lost city. The rainforest exhibit at the World Botanical Gardens would better help us understand the novel's setting.

- 6 Please consider this request for the seventh-grade field trip to World Botanical Gardens. Any increase in the traditional field trip expenses, such as the longer bus ride, could be offset by fundraisers such as bake sales and car washes. The class treasurer has suggested a “save the rainforest bake sale.” A portion of the money raised could be donated to a foundation that helps preserve the Amazon rainforest. This way the fundraiser could also be a public service event.
- 7 If I can provide additional information, please let me know.
- 8 Thank you very much.

Sincerely,

Robert Burns

Robert Burns
Seventh-Grade Class President
Sand Hill Middle School

11 The word supplement in paragraph 4 means —

- A** call up
- B** bring out
- C** add to
- D** start up

12 Which word *best* describes the author’s word choice in paragraph 4?

- F** Sympathetic
- G** Triumphant
- H** Humorous
- J** Formal

13 Read this sentence from paragraph 6.

Any increase in the traditional field trip expenses, such as the longer bus ride, could be offset by fundraisers such as bake sales and car washes.

What does traditional mean in the sentence?

- A** new
- B** many
- C** daily
- D** usual

14 The purpose of paragraph 7 is to suggest that the letter writer is —

- F** calm
- G** helpful
- H** happy
- J** relieved

15 *Which Way to the Amazon?* is in italics because it is —

- A** the name of a book
- B** a website about rainforests
- C** the title of an article
- D** a scientific journal

16 The writer uses the phrase “the seventh grade” instead of the pronoun “I” to —

- F** draw attention to the details of the field trip
- G** show that the students are united about the field trip
- H** encourage other students to write about the field trip
- J** tell that the teachers also support the field trip

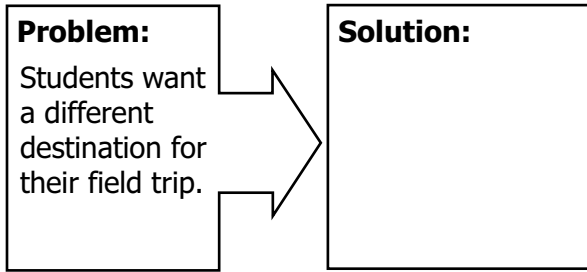
17 Based on the information in the letter, which of these is known?

- A** The calendar date of the proposed field trip
- B** The cost of the proposed field trip
- C** The number of students going on the proposed field trip
- D** The length of time for the proposed field trip

18 Which sentence signals that the letter writer will propose a different class trip?

- F** Since the museum is so close, students often go there with their families, with scouting troops, or with other groups.
- G** We have enjoyed the many interesting exhibits, but this year we are hoping to learn something new.
- H** This information will help when learning about topics such as how food webs work and how plants respond to light.
- J** In addition, the field trip supports what we are studying in our English class.

19 Read this graphic organizer for the letter.



Based on the letter, which idea belongs in the empty box?

- A** Include reasonable educational benefits in the letter.
- B** Include the names of supportive teachers in the letter.
- C** Include an estimate of the total cost in the letter.
- D** Include a student signature list in the letter.

20 Which sentence about the letter states a *fact*?

- F** Charts are a helpful way to learn about plants.
- G** The State History Museum has interesting exhibits.
- H** The World Botanical Gardens is located in a different city.
- J** A fundraiser is a good idea for benefiting the field trip.

21 The purpose of the letter is to —

- A** compare the two proposed sites for the field trip
- B** persuade the principal to change the field trip
- C** express feelings about the value of the field trip
- D** inform the principal about the new field trip

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

Coin Confusion

- 1 Samuel looked through troubled eyes at his sister and said, "I wouldn't have thought Everett would be a thief."
- 2 His sister Emily replied, "Whoa, there—we don't know that for sure. That's a serious accusation to make against your best friend!"
- 3 Samuel's eyes were dark as he said, "But who else could it be? He was there, he had them in his hands, and now they are missing."
- 4 Samuel remembered two days ago when he had brought out his coin collection for Everett to see. He had received a new coin as an early birthday gift from his aunt, and he was very excited about it. Some time ago the United States government decided to create new designs for the quarters that represented each state. Five new designs were issued each year. He now had every state quarter that had been issued. He had silver dollars and coins from different countries too, but none meant as much as his quarter collection. Samuel loved it because he and his dad were both collecting the coins. It was like a game they played to see who could complete his collection first. Everett knew how much the collection meant to Samuel.
- 5 At the end of that day, Samuel's mother had said, "Samuel, would you please take this recipe to Mr. Bates down the street? He's trying to prepare it for dinner tonight, so would you go now?"
- 6 Samuel had turned to his friend and said, "Is it okay if I leave you for a few minutes?"
- 7 Everett had said, "Actually, I have an errand to run, but you go on ahead, and I'll clean up here," gesturing at the piles of coins on the floor.
- 8 When Samuel had returned from Mr. Bates' house, he had done his homework, had eaten dinner, and had read for a while before bed. It never occurred to him to check his coins. It was not until two days later that he realized the quarters were gone. The foreign coins were there, but his quarter set was missing.
- 9 Samuel's sister said, "Why don't you just ask him?"
- 10 "Ask him what?" replied Samuel scornfully. "Hey, Best Friend, did you steal my coin collection?"
- 11 "Well, maybe you could just mention you can't find your set of quarters, and ask him where he put it when he cleaned up," replied Emily.
- 12 Samuel thought for a moment, deciding if that would be a good idea. The theft of his collection left him with a feeling of betrayal. *How could I have misjudged my friend's character?*

- 13 The next day Samuel went over to Everett’s house. Everett was acting funny—sort of jittery, like he couldn’t be still. In fact, Samuel thought Everett was acting like someone with a secret. Anger blossomed as he watched Everett pretend to be kind and pretend to be his friend, when Everett had obviously stolen from him. Samuel finally could not stand it anymore and stood up.
- 14 Suddenly, Everett cried, “I can’t stand it anymore!”
- 15 Samuel was astonished at hearing his own thoughts burst forth from his friend. Only, instead of sounding guilty or anguished, Everett sounded excited. Samuel watched his friend jump up and pull something from underneath the chair.
- 16 “Go on—open it! I was going to wait until your birthday tomorrow, but I can’t wait!”
- 17 Slowly, Samuel lifted the top of the box. Silver flashed at him, and his eyes suddenly stung. Laid out in front of him in glorious splendor were all of the quarters from his coin collection. Each quarter was nestled in its own spot in a collection case. Each quarter shone like it was new.
- 18 Samuel felt heat rush over his neck and ears. He weakly said, “Thank you—this means . . . a great deal to me.” He was grateful that Everett had cut him off before he said something he would regret. Everett was exactly the type of person he wanted as a friend!

22 In paragraph 4, the phrase “but none meant as much as his quarter collection” suggests that the collection —

- F** contains many coins
- G** has a new design
- H** has personal value
- J** includes rare coins

23 Based on paragraphs 6 and 7, the reader may conclude that —

- A** Samuel trusts Everett
- B** Everett lives near Samuel
- C** Samuel works hard
- D** Everett will go home

24 The word misjudged in paragraph 12 means —

- F** agreed with
- G** been bothered by
- H** argued against
- J** been wrong about

25 Read this sentence from paragraph 13.

In fact, Samuel thought Everett was acting like someone with a secret.

What is the purpose of the sentence?

- A** To describe Everett's guilt
- B** To summarize Everett's bad character
- C** To add suspense to the plot
- D** To reveal the initiating event

26 What does paragraph 16 reveal about Everett?

- F** He makes quick decisions.
- G** He is a good judge of character.
- H** He enjoys surprising his friends.
- J** He wants to prove his innocence.

27 Read this sentence from paragraph 17.

Silver flashed at him, and his eyes suddenly stung.

The sentence suggests that Samuel's —

- A** feelings are hurt
- B** eyes are sensitive to light
- C** coins are damaged
- D** eyes are filling with tears

28 Based on the ending of the story, the reader can tell that in the future Samuel will —

- F** be careful about blaming his friends
- G** not want to continue his collection
- H** not listen to the advice of his sister
- J** find new friends who share his hobby

29 Where does Samuel learn the truth about his coin collection?

- A** His house
- B** Everett's house
- C** His aunt's house
- D** Mr. Bates' house

30 Why is Samuel's coin collection important to him?

- F** The collection gives him something to talk about with his aunt.
- G** The collection helps form a connection with his dad.
- H** Replacing the collection would be very expensive.
- J** His best friend also has a coin collection.

31 Which statement *best* expresses the theme of the story?

- A** Sharing interests helps keep families together.
- B** Friends should respect each other.
- C** Trust is an important part of friendship.
- D** Advice from parents solves problems.

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

Magnificent Divers

- 1 If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey. These majestic birds of prey average two feet in length and may have an incredible six-foot wingspan. These enormous predators are also equipped with long, sharp talons for snagging a meal swimming in the water below.
- 2 Ospreys, also known as fish hawks or fishing eagles, have short, hooked beaks and wings that taper to rounded tips. Their coloring ranges from white to dark brown. The white feathers on ospreys' heads look like little caps, and their wings include a mixture of white and dark brown feathers. Their chests, bellies, and chins are white, and their tails are marked with several white bands, or stripes. Ospreys in flight are easy to identify, thanks to their distinctive plumage, or feathers. Not surprisingly, these birds are related to eagles, hawks, and even vultures. They can live a long time; the average life span in the wild is 18 years. The oldest known osprey lived to be 25 years old.
- 3 Ospreys are designed to fly fast and dive at amazing speeds. Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any telltale signs of fish. Ospreys hover over the water and wait for some indication of activity. Once prey is spotted, the birds fold their wings to their sides and begin a steep dive, plunging nearly straight down at blazing speeds. Usually, ospreys hit the water feet first, plunging completely underwater to catch their food. Water sprays in all directions as the birds reach underwater to grab a fish. They have been seen diving as much as three feet underwater to capture their prey! Once a fish has been snagged in its sharp claws, an osprey soars back up into the sky, pausing in flight just long enough to shake the water from its feathers before flying away to enjoy its meal. To help ospreys hold on to their catch, each of their feet has a unique reversible front toe.
- 4 Since their diet is almost entirely fish, ospreys make their homes near water. They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland. The birds spend summers in Alaska, Canada, and northwestern parts of the United States. During the colder months, they stay in warmer places like the Caribbean and Central and South America. The Chesapeake Bay is home to the largest nesting population of ospreys in the world. Observers have counted as many as 2,000 pairs. The area has even been called "the osprey garden."



Courtesy of NASA

- 5 Like other birds, ospreys like to build their nests in high locations. In some coastal communities, they have built nests on top of electric power poles and towers. This is dangerous and can result in power failures. Some cities build nesting platforms for the big birds to use instead. In other regions, ospreys build nests high in trees or on rock cliffs. Osprey nests have even been found on channel markers and buoys on the water.
- 6 Ospreys use their nests repeatedly. When ospreys return to their nests, they spend time repairing them before laying their eggs. Most ospreys lay three eggs at a time. They are about the same size as chicken eggs and take approximately five weeks to hatch. If anything threatening approaches the nest, the ospreys' usual call of *cheep-cheep-cheep* turns into an angry *cheereek, cheereek*. The call means "Get away immediately!"
- 7 When the eggs crack open, the chicks, which weigh only about two ounces, crawl out. In less than two months, these tiny birds will have grown enough to take their first flight. It will not be long before a new generation of ospreys is ready to imitate their parents and head out for a tasty meal.
- 8 With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds. Imagine these majestic birds soaring from the heights of the sky and plunging into the depths of the water. It is no surprise that this amazing scene draws attention from people who see it. Ospreys will continue to populate the skies for future generations.

32 What is the main purpose of paragraph 2?

- F** To compare ospreys to other birds
- G** To discuss the life span of ospreys
- H** To describe the appearance of ospreys
- J** To tell how ospreys protect their young

33 The name “the osprey garden” in paragraph 4 gives the reader the impression of —

- A** fields of flowers eaten by ospreys
- B** colorful ospreys that look like flowers
- C** fields filled with flowers and ospreys
- D** ospreys living together as thickly as flowers

34 Which of these *best* describes the author’s word choice in paragraph 4?

- F** Enthusiastic
- G** Cautious
- H** Factual
- J** Cheerful

35 Paragraph 5 contains the *most* information about —

- A** how ospreys cause power failures
- B** how people can help ospreys
- C** where ospreys like to build nests
- D** why ospreys like tall buildings

36 In paragraph 6, the phrase “Get away immediately” tells the reader —

- F** what people should do when they see an osprey
- G** what an osprey should do if it is near an electric pole
- H** what an angry bird call from an osprey means
- J** what people should do when an osprey nest is discovered

37 Which word *best* expresses the author’s view of ospreys?

- A** Frightening
- B** Disruptive
- C** Intelligent
- D** Impressive

38 Which sentence is an *opinion*?

- F** Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any telltale signs of fish.
- G** They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland.
- H** It will not be long before a new generation of ospreys is ready to imitate their parents and head out for a tasty meal.
- J** With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds.

39 Which sentence shows a cause-and-effect relationship?

- A** Since their diet is almost entirely fish, ospreys make their homes near water.
- B** During the colder months, they stay in warmer places like the Caribbean and Central and South America.
- C** The Chesapeake Bay is home to the largest nesting population of ospreys in the world.
- D** When ospreys return to their nests, they spend time repairing them before laying their eggs.

40 Which sentence from the article contains a comparison?

- F** Usually, ospreys hit the water feet first, plunging completely underwater to catch their food.
- G** Like other birds, ospreys like to build their nests in high locations.
- H** When the eggs crack open, the chicks, which weigh only about two ounces, crawl out.
- J** In less than two months, these tiny birds will have grown enough to take their first flight.

41 The main purpose of the article is to —

- A** tell how ospreys hunt for food
- B** explain how to identify ospreys
- C** describe the way ospreys nest
- D** provide information about ospreys

42 Complete the following analogy.

Talon is to grab as —

- F** foot is to kick
- G** drawing is to illustrate
- H** tree is to climb
- J** bread is to bake

You do not need to read a passage to answer the following questions. Read and answer the questions.

43 Which word means "having achieved a victory"?

- A Victorious
- B Victor
- C Victorian
- D Victories

44 Read this sentence.

Applause exploded through the room when Brianna sang the last notes of the school song.

The phrase "exploded through the room" is used to show that the audience —

- F thought the song was spectacular
- G wanted to add more rhythm to the song
- H thought the song was too loud
- J wanted to sing along with the song

45 Which would be the *best* key words to use in an Internet search for information about the type of soil needed to grow tomato plants in a garden?

- A "soil" and "tomato"
- B "grow" and "garden"
- C "plants" and "soil"
- D "tomato" and "plants"



Answer Key-7064-R0110

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	A	001	Use word analysis strategies and information resources
2	J	002	Demonstrate comprehension of printed materials
3	C	002	Demonstrate comprehension of printed materials
4	F	002	Demonstrate comprehension of printed materials
5	C	002	Demonstrate comprehension of printed materials
6	G	002	Demonstrate comprehension of printed materials
7	D	002	Demonstrate comprehension of printed materials
8	F	002	Demonstrate comprehension of printed materials
9	D	002	Demonstrate comprehension of printed materials
10	J	001	Use word analysis strategies and information resources
11	C	001	Use word analysis strategies and information resources
12	J	002	Demonstrate comprehension of printed materials
13	D	001	Use word analysis strategies and information resources
14	G	002	Demonstrate comprehension of printed materials
15	A	002	Demonstrate comprehension of printed materials
16	G	002	Demonstrate comprehension of printed materials
17	D	002	Demonstrate comprehension of printed materials
18	G	002	Demonstrate comprehension of printed materials
19	A	001	Use word analysis strategies and information resources
20	H	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	H	002	Demonstrate comprehension of printed materials
23	A	002	Demonstrate comprehension of printed materials
24	J	001	Use word analysis strategies and information resources
25	C	002	Demonstrate comprehension of printed materials
26	H	002	Demonstrate comprehension of printed materials
27	D	002	Demonstrate comprehension of printed materials
28	F	002	Demonstrate comprehension of printed materials
29	B	002	Demonstrate comprehension of printed materials
30	G	002	Demonstrate comprehension of printed materials
31	C	002	Demonstrate comprehension of printed materials
32	H	002	Demonstrate comprehension of printed materials
33	D	001	Use word analysis strategies and information resources
34	H	002	Demonstrate comprehension of printed materials
35	C	002	Demonstrate comprehension of printed materials
36	H	002	Demonstrate comprehension of printed materials
37	D	002	Demonstrate comprehension of printed materials
38	J	002	Demonstrate comprehension of printed materials
39	A	002	Demonstrate comprehension of printed materials
40	G	002	Demonstrate comprehension of printed materials
41	D	002	Demonstrate comprehension of printed materials
42	F	001	Use word analysis strategies and information resources
43	A	001	Use word analysis strategies and information resources
44	F	001	Use word analysis strategies and information resources
45	A	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	72
2	120
3	149
4	171
5	188
6	203
7	216
8	227
9	238
10	248
11	257
12	266
13	274
14	282
15	290
16	297
17	305
18	312
19	319
20	326
21	333
22	340
23	346
24	353
25	360
26	367
27	374
28	381
29	388
30	396
31	403
32	411
33	419
34	428
35	437
36	447
37	457
38	469
39	482
40	496
41	514
42	535
43	564
44	600
45	600

A total raw score (left column) is converted to a total scaled score (right column). The total scaled score may range from 0 to 600. A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.