

Student Name _____

Teacher Name _____

School _____

System _____

ACH



TENNESSEE

Tennessee Comprehensive Assessment Program Achievement Test ~ Grade 7 Practice Test



Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The questions in this practice test are examples of items used in the actual test.

What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

Who will be tested?

Students in grades 3 through 8 will be tested.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

Which test accommodations may be used?

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and ELL accommodations.

What is the purpose of the practice test?

In a classroom learning session, these questions can be used to prepare students for the actual test. Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered. This practice test can also be used to inform parents of the type of test their children will be taking.

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

Listen: Listen to and read the test directions carefully.

Plan Use of Time: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

Pause and Think: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

Read the story. Then answer Numbers 1 through 3.

Recycled Bicycle

1 “When you finish in that corner, would you come help me over here, Emma?”

2 “Sure thing, Mrs. Ames,” Emma said cheerfully. Emma was helping her neighbor clean the small barn behind her house. Mrs. Ames had grown up in the farmhouse that was still her home, and the city had grown up around the house. The barn was a reminder that the neighborhood used to be farmland.

3 “What do you want me to do with the bales of hay?” Emma asked.

4 “They will be good mulch around all those tomato plants I’m going to grow,” said Mrs. Ames. “Please leave them right there.”

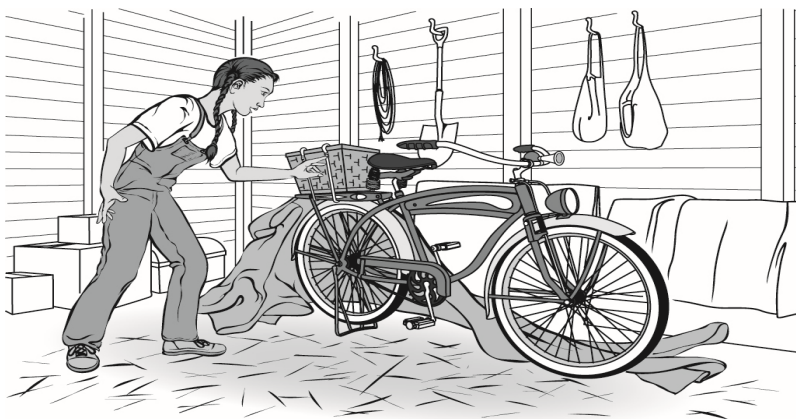
5 Emma smiled. Mrs. Ames had her dream, and Emma had hers. She had been working to save money to buy a new bike and dreamed of riding to school in the mornings and to soccer practice in the afternoons. She knew just which bike she wanted too: a gleaming, candy-apple red, ten-speed bike with cast aluminum rims and racing tires. It had to have racing tires!

6 Emma carefully sorted the debris. Mrs. Ames had commented that for the past forty years, the barn had been a place to “defer decisions” about whether or not to discard old or broken items. Now Emma and Mrs. Ames were making decisions about items that had been adding up over the last four decades. The burlap sacks, if they were still sound, went into a “recycle” pile. In addition to being useful for carrying things, they had fascinating logos of long-disappeared companies printed on them in faded reds and blues. Someone would be sure to use them again.

7 Near the back of the barn, where dust specks danced in shafts of light, Emma saw an old canvas tarp. Lifting the heavy cloth revealed a bicycle. It was very rusty and had rotten, cracked tires. Apparently, this was one of those “deferred decisions” of which Mrs. Ames had spoken. Well, Emma thought, this clearly goes out on the junk heap.

8 Still, she thought, someone had once cared enough for this wreck to cover it with a tarp. Emma studied the ruin and shook her head. It was nothing like the bike *she* wanted.

9 No, it was as different as it could be from the bike of her dreams. Instead of a straight bar of metal tubing across the center, this old bike featured a flowing, curved center with scalloped indentations. Emma took an old burlap sack and brushed at the metal for a bit to reveal midnight blue paint that seemed darker because of the shadowy recess of the barn. Against the background was a bright star with a trailing tail. The word “COMET” was emblazoned across it, its letters slightly trailing to indicate speed.



10 Emma stepped back to look at the bike again. It had a full fender over the back tire and a half fender over the front. A thick metal guard covered the chain. There was something about it . . . something that stuck with Emma and reminded her of . . . of the antique cars she had seen in the downtown parade one year. The flowing fenders, the curved fins on the back—it all fit. It was a wreck, Emma thought, but it was no piece of junk: it was a classic—an antique. Emma stared at the bike, trying to imagine the bike when it was new. She smiled and nodded.

11 “Oh, you found my bike!” said Mrs. Ames, interrupting Emma’s daydream. “That certainly brings back some memories.”

12 “How old is it?” Emma asked.

13 “Younger than I am!” Mrs. Ames said, chuckling. “I bought the bicycle with ‘egg money,’ money I made by selling eggs. I used to walk into town, carrying that basket to sell them,” she said pointing to the bike. “Later, I put it on the bike and rode to town with the eggs in it.”

14 “Was ‘COMET’ a fancy brand name back then?”

15 “No. I stenciled that on there myself. You see, there was a comet that year—1948—that was very special. No one knew it was there until we had a solar eclipse. Then everyone could see the comet next to the sun. That’s when I named my bicycle COMET. It seemed like I was traveling as fast as a comet when I went flying into town with those eggs. The funny thing is I never broke one either! Later, I even had a paper route. That basket could actually hold 72 copies of the afternoon paper—if they were folded properly.”

16 “Mrs. Ames . . . your bike . . . it’s not like any other bike I’ve ever seen. I know you still love your bike.” Emma hesitated and then asked tentatively, “Would you consider giving me your bike instead of paying me for helping you?”

17 “Are you sure you would want this bike? It’s nothing like the bike you told me you wanted.”

18 “I can see that this bike is special, Mrs. Ames, and I’m sure I can fix it up. It just needs a couple of new tires, a drop or two of oil on the chain, and a little polishing.”

19 “Oh, I don’t know. It might need a new horn, too,” said Mrs. Ames, reaching out and honking the old one. Instead of a hearty squeak, the horn let out a tired sigh. “You have yourself a deal, Emma.”

20 Emma beamed as she wheeled the bike into the light. She could really see it now: the gleaming midnight blue COMET flying down the streets. It would be just the thing for getting to school or soccer practice—or even delivering papers.

1. The main reason that Emma helps Mrs. Ames is because Emma

- | | | | |
|---|---------------------------------------|---|---|
| A | is curious about what is in the barn. | B | wants to learn how to deliver newspapers. |
| C | knows her neighbor needs help. | D | wants to earn money to buy something special. |

2. The author reveals Emma’s feelings about finding Mrs. Ames’s bicycle through what

- | | | | |
|---|-----------------------|---|----------------------------|
| A | Emma thinks and says. | B | Emma does. |
| C | Mrs. Ames thinks. | D | Mrs. Ames thinks and says. |

3. Read the sentence from Paragraph 6.

Mrs. Ames had commented that for the past forty years, the barn had been a place to “defer decisions” about whether or not to discard old or broken items.

Choose an antonym for the underlined word.

A move

B substitute

C obtain

D remodel

Kate’s letter contains mistakes. Read the letter and answer Numbers 4 through 10.

October 2, 2008

Herman Junior High School
1441 Joe Herman Way
Anytown, TN 37804

Dear Principal Monahan

(1) The students at Herman Junior High have many clubs from which to choose. (2) We have clubs for painting, skateboarding, science, gardening, and many other hobbies, however many students, including myself, are still searching for a club that suits our interests. (3) A group of us for this reason wish to start a new school club—the Herman Junior High Book Club.

(4) I’ve always loved reading. (5) My friends feel the same way. (6) We discuss books every chance we get. (7) We like analyzing characters, and we often debated about why they behave the way they do.

(8) A few weeks ago, my friends and me were discussing a book. (9) Then someone said I think a book club would be so cool. (10) It occurred to us that other Herman students might enjoy books as much as we do, so we started asking around. (11) So far, twelve students said they would definitely join a book club if Herman had one.

(12) We decided that the first book we would read as a group would be *Crossed Cultures: Growing up American, Growing up Peruvian* by Gabriella Sparks. (13) Did you know that she lives right here in our town? (14) One of our potential members lives on Ms. Sparks’s street. (15) He thinks he can get her to speak at one of our meetings. (16) It would be so exciting because she would be the first published author to visit our school! (17) Already, we are discussing other books that will be best for club reading.

(18) Thank you for taking the time to read my letter. (19) I hope you will agree that a book club would be interesting, fun, and educational.

Sincerely,

Kate Vigliotti

4. Read Sentence 2.

We have clubs for painting, skateboarding, science, gardening, and many other hobbies, however many students, including myself, are still searching for a club that suits our interests.

How should the underlined words be revised to correct this run-on sentence?

- | | | | |
|----------|------------------------|----------|-----------------------|
| A | hobbies: however, many | B | hobbies; however many |
| C | hobbies; however, many | D | hobbies: however many |

5. Read Sentence 3.

A group of us for this reason wish to start a new school club—the Herman Junior High Book Club.

Choose the best way to revise this sentence for clarity.

- A** A group, for this reason, of us wish to start a new school club—the Herman Junior High Book Club.
- B** A group of us wish to start a new school club, for this reason—the Herman Junior High Book Club.
- C** For this reason, a group of us wish to start a new school club—the Herman Junior High Book Club.
- D** A group of us wish to start a new school club—the Herman Junior High Book Club for this reason.

6. Read Sentences 4 through 6.

I've always loved reading. My friends feel the same way. We discuss books every chance we get.

Choose the best way to combine these sentences.

- A** I have always loved reading, and my friends feel the same way, and we discuss books every chance we get.
- B** I love reading as do my friends, and we discuss books every chance we get.
- C** My friends and I love reading; therefore; we love to discuss books together every chance we get.
- D** Since my friends and I love reading, we discuss books every chance we get.

7. Read Sentence 7.

We like analyzing characters, and we often debated about why they behave the way they do.

Choose the correct way to revise the underlined part of this sentence.

- | | | | |
|----------|-------------|----------|-------------|
| A | had debated | B | debate |
| C | debating | D | will debate |

8. Read Sentence 8.

A few weeks ago, my friends and me were discussing a book.

Choose the correct way to revise the underlined words.

- | | | | |
|----------|-----------------------|----------|------------------|
| A | my friends and myself | B | my friends and I |
| C | I and my friends | D | me and them |

9. Read Sentence 9.

Then someone said I think a book club would be so cool.

Choose the item that correctly uses quotation marks.

- A** “Then someone said, I think a book club would be so cool.”
- B** “Then someone said” I think a book club would be so cool.
- C** Then someone said “I think a book club would be so cool.”
- D** Then someone said, “I think a book club would be so cool.”

10. Choose the correct way to write the book title.

- A** Crossed Cultures: Growing up American, Growing up Peruvian
- B** “Crossed Cultures: Growing up American, Growing up Peruvian”
- C** *Crossed Cultures: Growing up American, Growing up Peruvian*
- D** “Crossed Cultures: Growing up American, Growing up Peruvian”

Read the passage. Then answer Numbers 11 through 16.

Mount Everest Then and Now

- 1 Standing 29,035 feet above sea level, Mount Everest is the highest mountain on Earth. It is part of the Himalayas, a mountain range that crosses the countries of Tibet and Nepal. For a mountain climber, getting to the top of Mount Everest is the ultimate challenge.
- 2 Mount Everest is so enormous that it is impossible to climb to the top and descend to the bottom in one day. Climbers must carry tents and supplies with them as they move slowly up steep, icy slopes. Blizzards and strong winds are common. Climbers endure challenges like deep ditches, tall walls of solid ice, and giant snow towers that might topple over at any moment. In addition, Mount Everest is so high that the air around it does not contain much oxygen. This makes it hard for climbers to breathe, think, and move. For this reason, most climbers breathe oxygen from tanks, just like astronauts do in outer space.
- 3 In spite of its many dangers, climbers from all over the world travel to Mount Everest. In May, the best month to attempt the climb, many climbers from different countries join together to form expeditions. Many of these people will make it to the top of Mount Everest. Guides and Sherpas¹ show these climbers the best routes. Ropes and ladders, set up by preceding climbers, help new groups of climbers through the most dangerous and difficult parts of Mount Everest. Modern equipment, like satellite phones and laptop computers, keeps climbers in touch with each other and the outside world. Extra-warm clothing and sleeping bags offer protection from the bitter cold.
- 4 None of these modern conveniences were available in 1953, when Sir Edmund Hillary and Tenzing Norgay became the first two men to reach the top of Mount Everest. For them, just getting to Mount Everest was difficult. It involved a 170-mile trek through the mountains before they could begin climbing to the peak. Today, climbers just take a short plane ride to get to the foot of the mountain.



**Sir Edmund Hillary, John Hunt,
and Tenzing Norgay**

- 5 Hillary was a beekeeper from New Zealand who began climbing mountains when he was 20. Norgay was a Sherpa, part of a group of people who have lived in small villages in Nepal for five centuries. Since the Sherpas have lived in the Himalayas for so long, mountain climbing is an important part of their culture.
- 6 Hillary and Norgay were part of a British expedition made up of nine climbers. The government of Nepal had allowed very few groups to try to climb Mount Everest. Each of those early expeditions had failed. Hillary's group was hopeful, but since no climber had ever made it to the top of Mount Everest, there was no established route to follow. They had to find their own route as they went along, step by dangerous step.

¹Sherpas: expert mountain-expedition guides from Tibet or Nepal

7 Each of the climbers in Hillary’s expedition wanted to be the first to reach the top of Mount Everest, but they were all disciplined men who understood that for any of them to have a chance, they had to work together. John Hunt, the leader of the group, divided the group into small teams and gave each team an assignment. Some teams had to find a route through the worst areas. Others had the hard, painful task of cutting a path in the ice and fixing ropes for the climbers to hold on to. Hunt also chose two men, Charles Evans and Tom Bourdillon, to try to reach the summit. If Evans and Bourdillon did not succeed, Hillary and Norgay would be given the chance to reach the top.

8 Evans and Bourdillon were not successful, however, and had to turn back. Hillary and Norgay then tried to find their way through the unknown territory of the highest points of Mount Everest. They had to cut steps into icy slopes. They had to constantly calculate how much oxygen they had left in their tanks, knowing they would be in grave danger if their oxygen ran out. When they had nearly reached their goal, they had to climb a 40-foot wall of ice that looked impossible. Hillary did find a way, and the route is now called the Hillary Step in his honor.

9 Though Hillary and Norgay were elated to reach the top, they knew their battle was only half over. Making it down Mount Everest was just as difficult. They succeeded, however, and achieved lasting fame and the world’s admiration. Although climbing Mount Everest will always be an incredible accomplishment, Hillary, Norgay, and their expedition deserve credit for paving the way for everyone else.

11. Choose the most reliable resource for a reader researching how people train to climb Mount Everest.

- A** a newspaper article titled “Mount Everest: Hidden Gem of the Himalayas”
- B** an eyewitness account from a person who climbed Mount Everest
- C** an interview with a person writing a book about mountain climbing
- D** an Internet site titled How to Climb a Mountain in Ten—or a Thousand—Steps

12. A part of Mount Everest is named “the Hillary Step” because Sir Edmund Hillary had found

- | | |
|-------------------------------|----------------------------------|
| A the true peak. | B a safe way down. |
| C the path to the top. | D a way to the base camp. |

13. Choose the sentence from the passage which supports the idea that John Hunt’s group faced greater difficulties than groups climbing later.

- A** Mount Everest is so enormous that it is impossible to climb to the top and descend to the bottom in one day.
- B** Blizzards and strong winds are common.
- C** Climbers endure challenges like deep ditches, tall walls of solid ice, and giant snow towers that might topple over at any moment.
- D** Hillary and Norgay then tried to find their way through the unknown territory of the highest points of Mount Everest.

14. The best reason for comparing climbers to astronauts is because both

- A** are viewed by people as heroes.
- B** experience changes in the atmosphere.
- C** must be in excellent physical condition.
- D** belong to groups formed by governments.

15. Which question is not answered in the passage?

- A** What equipment was used to climb the final wall of ice leading to the summit?
- B** Which countries were the climbers in Hillary and Norgay's group representing?
- C** What was Hillary's profession before he began climbing mountains?
- D** When is the best time of year to attempt climbing Mount Everest?

16. Choose an opinion stated in the passage.

- A** Standing 29,035 feet above sea level, Mount Everest is the highest mountain on Earth.
- B** The government of Nepal had allowed very few groups to try to climb Mount Everest.
- C** John Hunt, the leader of the group, divided the group into small teams and gave each team an assignment.
- D** Although climbing Mount Everest will always be an incredible accomplishment, Hillary, Norgay, and their expedition deserve credit for paving the way for everyone else.

Read the poem. Then answer Numbers 17 through 20.

Nothing to Do Stew

One long, long dull day
I had nothing to do,
So I filled up a pot
With a strange sort of stew.

- 5 It had dreamy ideas
And a lot of big words,
And bright mixed-up colors
And silvery birds.

- A piece of a moonbeam
10 Got thrown in the mix,
A chopped-up, old beanstalk,
A house made of sticks.

- The yap of a puppy,
A strand of gold hair,
15 The hush of the night owl,
A thump on the stair

- Got tossed in together
And cooked all day long,
While I stirred in some spices
20 —It smelled a bit strong.

But I ate it with pleasure,
That odd, crazy stew,
Made out of a dull day
With nothing to do.



17. Which line from the poem indicates the meal is not real?

- | | | | |
|----------|------------------------------|----------|--------------------------------|
| A | With a strange sort of stew. | B | And a lot of big words, |
| C | And cooked all day long, | D | While I stirred in some spices |

18. The stew in this poem is a symbol of

- | | | | |
|----------|------------------------|----------|---------------------|
| A | endless possibilities. | B | a hearty portion. |
| C | future happenings. | D | an honest approach. |

19. The poet's purpose for writing this poem was most likely to

- A** teach a lesson about enjoying time alone.
- B** inform readers how to cook a stew.
- C** share an experience about making a special meal.
- D** tell about a person with a vivid imagination.

20. In Stanza 4, the author uses onomatopoeia with the words “yap,” “hush,” and “thump” mostly likely to

- A** add a rhyme scheme to the poem.
- B** emphasize the important idea in the poem.
- C** support the playful nature of the poem.
- D** contribute to the details in the illustration.

This is a student's reflections about Native American Music. The passage contains mistakes. Read the passage and answer Numbers 21 through 25.

Native American Music

- 1 Riding to school this morning, I could hear loud music coming from the car beside me. I could feel the vibration of the drum just like the sound of my heartbeat. As I listened, it reminded me of the time I spent this past July at a powwow on a Native American reservation. I remember walking from one campsite to another, visiting with each group. Five different Native American nations traveled to the reservation to attend the ceremonies. Although they had different languages and cultural traditions, they did have a common way to share their beliefs and ways with others—music.
- 2 Native Americans danced around the campfires to the beat of drums. They chanted and danced in patterns that I had never seen before. I could tell that each song was a little different. One song consisted of an irregular pattern of fast and then slow drumbeats. Another song sounded like an echo of high sounds tumbling down to low sounds. All the groups sang and danced around the campfires to drumbeats. The dancers danced around the fire with their left hands toward the flames. They were beautiful to watch.
- 3 Jacob continued to say music was a Native American tradition. In traditional Native American cultures, some songs are used for specific purposes, such as paying respect to another person or paying tribute to an important occasion. _____ some songs are for enjoyment, such as lullabies or games.
- 4 At one campsite, I met a little boy named Jacob and asked him about some of the music I was hearing. I pointed to one group that was singing and dancing not only to the beat of drums but also to a strange-looking wooden flute. I asked Jacob what that song was about. He said it was their way of celebrating the wonderful weather they'd had. The great weather allowed their farmers to have an excellent growing season. Now there would be food for everyone.
- 5 Jacob told me several stories about Native American music. They were very interesting and made the music come to life for me. Hearing their music was one thing, but seeing it happen right in front of me was fantastic. What a great opportunity I had! It is an experience I will never forget.

21. Which sentence from the passage best states the thesis?

- A I remember walking from one campsite to another, visiting with each group.
- B Five different Native American nations traveled to the reservation to attend the ceremonies.
- C Although they had different languages and cultural traditions, they did have a common way to share their beliefs and ways with others—music.
- D Hearing their music was one thing, but seeing it happen right in front of me was fantastic.

22. Choose the most logical order for Paragraphs 2 through 5.

- | | | | |
|---|------------|---|------------|
| A | 5, 3, 4, 2 | B | 3, 2, 4, 5 |
| C | 2, 4, 3, 5 | D | 4, 5, 2, 3 |

23. Read these sentences from Paragraph 3.

In traditional Native American cultures, some songs are used for specific purposes, such as paying respect to another person or paying tribute to an important occasion. _____ some songs are for enjoyment, such as lullabies or games.

Choose the word that provides the best transition between the sentences and should be written on the blank line.

- | | | | |
|---|--------------|---|-----------|
| A | Fortunately, | B | Hence, |
| C | However, | D | Moreover, |

24. Which sentence best supports the context and flow of ideas in Paragraph 4?

- A Jacob was the son of one of the dancers and a member of the Navajo nation.
- B Jacob asked for the names of musical instruments that I had played before.
- C The campsite had a huge fire blazing warmly as the night grew colder.
- D The music could be heard from miles away as the drummers tapped on the drums.

25. What could be added to this student's report to best support the ideas presented?

- A a calendar of local Native American events
- B a photograph from the event showing dancers in motion around a campfire
- C a recording of Jacob giving information about the wooden flute
- D a diagram showing the patterns in a Native American song

Read and answer numbers 26 through 31

26. Choose the sentence that is written correctly.

- A** He is the student what lived in our neighborhood.
- B** Kate is the person that gave me the blue necklace.
- C** I saw them photographs you took on your trip.
- D** Willa is a new student who recently moved here.

27. Choose the sentence that is written correctly.

- A** My math teacher Mr. Ramirez, is known for his simple explanations of geometry.
- B** My math teacher, Mr. Ramirez, is known for his simple explanations of geometry.
- C** My math teacher, Mr. Ramirez is known for his simple explanations of geometry.
- D** My math teacher, Mr. Ramirez is known, for his simple explanations of geometry.

28. Read the sentence.

After running for nearly an hour in the heat of the day, Ryan couldn't wait to _____ his thirst with a tall glass of ice-cold water.

Choose the word for the blank line that best fits the meaning of the sentence.

- | | |
|-----------------|------------------|
| A quench | B halt |
| C drown | D swallow |

29. Cameron is working on a project with students from his English class. Some members of the group are worried that they will not finish their project on time. Which is the best way for Cameron to help the group finish on time?

- A** ask the teacher to add more students to the group
- B** restate the goals of the group project for his team
- C** ask his parents to work with the group after school
- D** delegate the remaining work to individuals in the group

30. Choose the group member who is most responsible for taking notes.

- | | | | |
|----------|------------|----------|----------------------|
| A | recorder | B | reporter |
| C | timekeeper | D | information gatherer |

31. Candace researched information about spider monkeys and wrote the following paragraph. Read her paragraph.

Spider monkeys are not spiders at all. They are primates that live in the rain forests of Central and South America. Scientists are studying how these animals communicate. Spider monkeys are small, rarely growing larger than two feet tall. Spider monkeys live mostly in the tops of trees. They use their strong hands and tail to grip and move through the branches with ease.

Choose the sentence that is irrelevant to the paragraph.

- A** They are primates that live in the rain forests of Central and South America.
- B** Scientists are studying how these animals communicate.
- C** Spider monkeys are small, rarely growing larger than two feet tall.
- D** They use their strong hands and tail to grip and move through the branches with ease.

Read the story. Then answer Numbers 32 through 34.

The Election

1 “I can’t believe what I’m hearing!” I thought to myself as I stared at the intercom in homeroom. Jeff Stafford was the last candidate announced to run for president of Student Council.

2 I looked around at the faces of my classmates to see how they felt about this announcement. I could not tell if they were glad or sad. It was hard to decide since no one was looking my way.

3 Finally, after what seemed like a year, my best friend Eric turned toward me. “I’m sorry, Cliff. I really thought you were going to be chosen to run for president,” he said with sincerity.

4 “It’s okay,” I responded. “These things happen.”

5 The bell rang, and we both picked up our books and scrambled to first-period math class.

6 Later that day, as I walked through the lunch line with the aroma of cheeseburgers in the air, I happened to pass Jeff. He looked hesitant, as if he wanted to ask me something. This seemed unusual, since I thought the new candidate for Student Council president would be grinning like a clown. I offered him a polite “congratulations” and strolled to my usual table. Much to my surprise, Jeff plopped his tray down beside mine.

7 “Cliff, I need to talk with you about something,” he said nervously.

8 “What is it?” I asked, not too thrilled to be talking with him.

9 “I was wondering if you would consider coming to work on my team for the campaign,” he said quickly. “You are really smart, and we could use your help. You would be a great campaign manager.”

10 “I don’t think so,” I said, feeling unsure.

11 “Well, if you change your mind, we are meeting tomorrow at 3:15,” he said before moving to another table.

12 All that night and all the next morning, I thought about the offer from Jeff. I had wanted to be part of Student Council to make our school a better place. Maybe being a part of the election process would somehow give me a chance to help make important changes at our school. I decided to join the campaign.

13 Everyone at the meeting was glad to see me. We discussed campaign strategies. It was easy for me to think of ideas to help Jeff win the election, and all the members of the team were thrilled with my suggestions.

14 Student Council presidents have many duties. They organize and lead the Student Council meetings and represent the student body at conferences with the school’s administrators. They are also responsible for managing Student Council funds. If Jeff was going to win this election, I needed to convince the school that he was the perfect candidate for the position.

15 My first goal was to create a catchy ad campaign that would get kids to vote for Jeff. I proposed, “Get Jeff and Get Active.” I thought this slogan was perfect because Jeff participated in many activities and believed the school should provide plenty of opportunities for all students to get involved.

16 Within just a few days, we designed campaign posters with Jeff’s new slogan. Below the slogan I placed pictures of Jeff that showed him involved in a number of activities, including soccer, the computer club, and Boy Scouts. No one could walk through any hallway without passing Jeff’s smiling face.



17 “These posters look great!” I overheard one student comment.

18 “Yes,” replied another one, “I’m getting worn out just looking at them. He really is active! I bet he would make a good president for Student Council.”

19 My next step involved talking with students to find out which new activities they would like to have at our school. Many students wanted a chess club and a tennis team.

20 Armed with the information I had gathered, Jeff met with the principal. Impressed by Jeff’s presentation, the principal said that it would be possible to add these activities to our school program. Now I just had to find a way to get the news out to the student body.

21 I arranged for Jeff to talk with students about our new ideas. He held meetings with study hall classes. He also chatted with students before sporting events and at other afterschool activities. Wherever he went, Jeff and our ideas were received with enthusiasm.

22 Jeff’s commitment to adding new activities to the school became very well known. Again, I overheard several students speaking about it.

23 “I can’t wait to try out for the new tennis team,” a girl in eighth grade said.

24 “I know,” replied her friend, “with Jeff as president, it will be like attending a whole new school.”

25 “He has my vote,” chimed in another friend. “I’m so excited about the new chess club.”

26 Hearing these words made my heart swell with pride. I originally wanted to become president of Student Council to make a difference. I achieved that and more by working as a member of Jeff’s team. Jeff became the most popular candidate, and I was a large part of his success. I have found a new talent that I enjoy. The fact that it has made a difference in other people’s lives is the real prize. What a great feeling!

32. Read these sentences from Paragraph 14.

Student Council presidents have many duties. They organize and lead the Student Council meetings and represent the student body at conferences with the school's administrators.

Which of these is an example of an administrator?

- | | | | |
|---|-------------|---|----------|
| A | a principal | B | a parent |
| C | a student | D | a coach |

33. Why does Jeff ask for Cliff's help?

- | | | | |
|---|--------------------------------------|---|----------------------------------|
| A | He thinks Cliff should be president. | B | He has worked with Cliff before. |
| C | He desires Cliff's popularity. | D | He admires Cliff's skills. |

34. Complete the analogy below.

Slogan is to words as mural is to _____.

- | | | | |
|---|-------|---|--------|
| A | paint | B | design |
| C | brush | D | wall |

Sallie wrote a book report. It contains mistakes. Read the report and then answer Numbers 35 through 38.

Book Talk on *The Lost Lap*

(1) With the Olympic trials six months away, Mellie McBride with instinctive precision swims her laps. (2) Through dedication and hard work, she had won a place on the U.S. National Junior Swim Team. (3) Now her dreams of an Olympic gold medal are within her grasp. (4) The rythum of her swimming strokes and the strength of her kicks have produced a swimmer capable of record-breaking times. (5) Every practice brings her one stroke closer to the dream. (6) Her three coaches applause at the end of every practice reinforces the knowledge that her dedication will soon be rewarded. (7) Her confidence grows.

(8) Mellie's confidence, however, is quickly shattered when she injures her right eye. (9) With only three months left until the Olympic trials, Mellie must take four weeks off from swimming practice for recovering. (10) Mellie finally returns to practice, hoping that her injury has not effected her swimming. (11) After just one extremely tiring practice race, Mellie finds that her time has increased by one full minute. (12) There is no way she can shave off one minute in the limited time she has before the Olympic trials. (13) With her dreams destroyed, she leaves practice in despair.

(14) Mellie is forced to choose leave swimming behind or face the challenge. (15) Can she recover the lost lap will she hang up her swimsuit for good? (16) Read the heart-wrenching novella *The Lost Lap* by Alexa Sauls to discover if Mellie overcomes her obstacles or admits her defeat.

35. Read Sentence 1.

With the Olympic trials six months away, Mellie McBride with instinctive precision swims her laps.

Choose the correct way to revise the sentence for clarity.

- A Six months away, Mellie McBride with the Olympic trials swims her laps with instinctive precision.
- B Mellie McBride, with instinctive precision, swims her laps with the Olympic trials six months away.
- C With the Olympic trials six months away, Mellie McBride swims her laps with instinctive precision.
- D With instinctive precision, Mellie McBride, with the Olympic trials six months away, swims her laps.

36. Read Sentence 4.

The rythum of her swimming strokes and the strength of her kicks have produced a swimmer capable of record-breaking times.

Choose the correct way to spell the underlined word.

- | | | | |
|----------|---------|----------|---------|
| A | rhithem | B | rythym |
| C | rhythm | D | rhythem |

37. Read Sentence 10.

Mellie finally returns to practice, hoping that her injury has not effected her swimming.

Choose the underlined word that is used incorrectly.

- | | | | |
|----------|---------|----------|----------|
| A | finally | B | returns |
| C | injury | D | effected |

38. Read Sentence 15.

Can she recover the lost lap will she hang up her swimsuit for good?

Choose the correct way to revise the run-on sentence.

- A** Can she recover the lost lap, or will she hang up her swimsuit for good?
- B** Can she recover the lost lap, but will she hang up her swimsuit for good?
- C** Can she recover the lost lap, yet will she hang up her swimsuit for good?
- D** Can she recover the lost lap, and will she hang up her swimsuit for good?

Read the speech. Then answer Numbers 39 through 42.

Washington Middle School “Green” Addition

Allison Reagan, a seventh grader at Washington Middle School, is giving a speech to the school board. Teachers and classmates are there as well as the school principal, Allison’s parents, and the seven members of the school board. The school board makes many of the important decisions for Washington Middle School and its students.

- 1 My name is Allison Reagan, and in August I will start my last year here. With this in mind, I have thought hard about what I am going to say to you tonight. I hope you will consider my words with the seriousness I feel they deserve.
- 2 There is a great deal of talk in the media about living “green.” Here at Washington Middle School, many of us may help care for the environment in our own homes by choosing recycled printer paper and drinking water from a reusable bottle instead of buying cases of plastic bottles. We try to follow the advice to “reduce, reuse, and recycle” because we want to help protect our environment.
- 3 The other day when I was outside during lunch, I looked over at the place where the new addition to the school will be built. I wondered how much wood, metal, and glass it would take to build the new rooms. Then I had an idea.
- 4 It occurred to me that if we altered the original plans a bit, our new addition could be a “green” addition. I used the Internet to find good information about how easily we could do this. What I found out was very interesting.
- 5 Schools all over the world are turning “green.” In Ireland, school administrators are making major changes to the ways that they manage their buildings. They use energy-efficient light bulbs, they are careful with their water usage, and they build their own mulch pits. They recycle and conserve energy by not overusing lights and other forms of electricity. With this new addition to our school, we have the opportunity to make an even bigger change—from the floor up!
- 6 First of all, we can build with reclaimed materials. These are materials from buildings that are being torn down. Why not reuse a sturdy doorknob, a solid cabinet handle, or even wood that simply needs to be sanded or shaved down a bit?



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- 7 Unnecessary materials are often used to make floors. With most buildings, a concrete slab is poured. Then wood, carpet, or tile is laid on top. What about dyeing the concrete instead of covering it? The floor will be beautiful and eliminate the extra work and supplies.

8 Installing a digital thermostat is a way to save money on utility costs. Most of these new thermostats can be set on a timer. When students leave for the day or weekend, the thermostat will adjust the temperature so less energy is used during those times when people are not in the building.

9 We can also improve our “green” addition and the rest of our school by using special light bulbs. I’m sure you’ve seen these new bulbs in the stores. They curl around and look a little odd. They cost more than ordinary bulbs, but they last longer, use less energy, and save money over time.



10 The schools in Ireland I mentioned have formed a group of students called the “energy detectives.” These students are chosen to monitor the energy and water being used. If they see an empty classroom with a light on, they simply turn it off. If they see a faucet leaking and wasting water, they fix it. Such a task force at our school would be a great way to get students of different ages involved in this effort.

11 Although we save money in the end, it initially costs a little more to build a “green” addition. If we start now, by August we could raise the extra funds the school will need. My suggestion for raising funds is to begin with the “green” theme. I have already spoken with several of my classmates, and we are willing to organize a group to collect old cell phones and used ink jet cartridges from computers. These are items that are plentiful in the community. I’m confident that community members will donate these items to help improve our school. Then we can earn money from these items by taking them to the recycle center. Everyone wins because reusing cell phones and ink cartridges helps the environment, and we earn money for our school addition.

12 Even if this plan doesn’t go into effect for Washington Middle School, I hope you’ll consider the ideas I’ve presented tonight. If you use them in your own homes, you will be making a difference.

13 I appreciate your time, and I hope you will consider this very important proposal.

39. Read Paragraph 7.

Unnecessary materials are often used to make floors. With most buildings, a concrete slab is poured. Then wood, carpet, or tile is laid on top. What about dyeing the concrete instead of covering it? The floor will be beautiful and eliminate the extra work and supplies.

The word eliminate means to

- | | | | |
|----------|------------------|----------|--------------------|
| A | use less energy. | B | cost more. |
| C | leave out. | D | make a difference. |

40. Choose the sentence that best identifies the thesis of Allison’s speech.

- A** We try to follow the advice to “reduce, reuse, and recycle” because we want to help protect our environment.
- B** It occurred to me that if we altered the original plans a bit, our new addition could be a “green” addition.
- C** In Ireland, school administrators are making major changes to the ways that they manage their buildings.
- D** Everyone wins because reusing cell phones and ink cartridges is helping the environment, and we earn money for our school addition.

41. What can Allison do to engage her audience?

- | | | | |
|----------|------------------------------------|----------|---------------------------------|
| A | use a quiet voice | B | introduce her friends |
| C | make eye contact with her audience | D | wave her hands while she speaks |

42. Allison started organizing her speech.

Introduction Present ideas Closing Remarks
--

Where should she place “Brief Summary”?

- | | | | |
|----------|----------------------------|----------|---------------------------|
| A | before the Introduction | B | after the Introduction |
| C | before the Closing Remarks | D | after the Closing Remarks |

Read the poem. Then answer Numbers 43 through 45.

Vacant Lot

- The empty lot down the block,
Is the best place to play,
Full of wood and stray papers,
Loose gravel and clay.
- 5 We children know better
Just how to create
With the magical treasure
That lies past the gate.
We make imaginary kingdoms
- 10 From old bricks and rocks
Tarnished pennies, lengths of string,
Weathered wooden blocks
- To a grownup, the woodpile
Might look a bit plain,
15 Like a bunch of old junk
Lying out in the rain.
But we kids can see
It is more than just wood.
It's the span of a bridge
- 20 To a make-believe neighborhood.
It's a castle's tall tower,
A cave dweller's lair,
It's a rabbit's tight burrow,
A creaky old stair.
- 25 It's the passage we take
That leads straight to pretending.
You're welcome to join us;
The game's never-ending.



43. Read Lines 1 through 4.

*The empty lot down the block,
Is the best place to play,
Full of wood and stray papers,
Loose gravel and clay.*

The rhyme in these lines occurs on

- | | | | |
|----------|----------------|----------|----------------|
| A | Lines 1 and 4. | B | Lines 2 and 4. |
| C | Lines 1 and 3. | D | Lines 2 and 3. |
44. Choose the implied theme of this poem.
- | | |
|----------|---|
| A | Travel to distant lands requires only a walk and a pair of clear eyes. |
| B | A child learns best in an inspirational environment. |
| C | Work and play do not necessarily need to take place at different times. |
| D | Ordinary items are transformed by an extraordinary imagination. |
45. In this poem, the vacant lot is a metaphor for
- | | | | |
|----------|------------|----------|----------------|
| A | emptiness. | B | adulthood. |
| C | neglect. | D | possibilities. |

Alexander Graham Bell

- 1 Most people remember Alexander Graham Bell for his work with the telephone. However, Bell invented many things in his life. Bell was a brilliant scientist who continued investigating and experimenting throughout his life.
- 2 Bell built his first invention, a machine that took the husks off wheat, when he was only twelve. Even at this young age, he had a strong desire to understand and improve the world. At the end of his life, Bell was still inventing. This time his interest was in hydrofoils, which are fast-moving boats that can partly lift themselves out of the water. Bell and a friend actually ended up building the fastest hydrofoil in the world.
- 3 Bell also made improvements to other inventions, such as Thomas Edison's early record player. The "records" were shaped like cans of food, broke easily, could not hold many sounds, and also could not be copied. Edison had given up trying to solve these problems and had abandoned the record player for other inventions. Bell believed the problems could be solved, and by 1878 he had created a flat, hard, round disk similar to the records called LPs (a long-playing phonograph record). This improvement made the phonograph useful and popular. Today, people enjoy listening to recorded music on CDs.
- 4 In 1879, Bell invented the audiometer, a device used to check a person's hearing. Bell was passionate about helping deaf people. His mother had gone deaf when he was a boy, and later Bell would fall in love with and marry a deaf woman. Because sign language was not commonly used yet, Bell saw how difficult it could be for deaf people to communicate with others. Using a special method invented by his father, Bell taught deaf people who could not speak how to make sounds and, later, words. He even started a school for deaf children.
- 5 Late in his life, Bell became fascinated with flight. He wanted to design a kite that was strong enough to hold a motor and a passenger. The first step was to find the right shape. Bell sent up kites shaped like cubes, rings, and cylinders. He finally discovered the perfect shape—a tetrahedron, or a triangle-shaped pyramid. Although Bell did not succeed in creating the first working "flying machine," his efforts were still useful.
- 6 Bell once said, "Wherever you may find the inventor, you may give him wealth or you may take from him all that he has; and he will go on inventing. He can no more help inventing than he can help thinking or breathing." These words certainly describe the way Bell lived his life.

46. Choose the best thesis statement for the report.

- A Alexander Graham Bell made many advances toward helping deaf people.
- B Alexander Graham Bell started his life as an inventor at the age of twelve.
- C Alexander Graham Bell's greatest accomplishment was improving the record player.
- D Alexander Graham Bell's constant experiments with new ideas made him famous.

47. Choose the sentence that would best conclude Paragraph 5.

- A Many people believe the first recorded flight was accomplished by the Wright brothers.
- B Due to his work, the tetrahedron is used today in supports for bridges and other heavy structures.
- C Around 400 B.C., the Chinese were the first to invent kites that were able to fly.
- D The dream of flying is not new or uncommon, as it has been around for centuries.

48. Read Paragraph 3.

Bell also made improvements to other inventions, such as Thomas Edison's early record player. The "records" were shaped like cans of food, broke easily, could not hold many sounds, and also could not be copied. Edison had given up trying to solve these problems and had abandoned the record player for other inventions. Bell believed the problems could be solved, and by 1878 he had created a flat, hard, round disk similar to the records called LPs (a long-playing phonograph record). This improvement made the phonograph useful and popular. Today, people enjoy listening to recorded music on CDs.

Which sentence should be removed from the paragraph?

- A Edison had given up trying to solve these problems and had abandoned the record player for other inventions.
- B Bell believed the problems could be solved, and by 1878 he had created a flat, hard, round disk similar to the records called LPs (a long-playing phonograph record).
- C This improvement made the phonograph useful and popular.
- D Today, people enjoy listening to recorded music on CDs.

49. Choose the best alternate title for the report.

- | | |
|---------------------------|----------------------------------|
| A Beyond the Telephone | B Improving Upon Edison |
| C Fascination With Flight | D Science: The Way of the Future |

50. Choose the statement that best supports the idea that Bell was always experimenting.

- A** The telephone was just one thing Bell improved.
- B** Many of Bell's inventions are still in use today.
- C** Bell flew kites of different shapes to find the best one.
- D** Bell established a school for deaf children.

Read and Answer Numbers 51- 55

51. Choose the most focused research topic.

- A effect of soil erosion in the tropical rain forest
- B diet of the toucan bird in the Costa Rican rain forest
- C mammals and reptiles in the tropical rain forests
- D plants and vegetation native to Hawaiian rain forests

52. Ben is researching volcanoes in the Pacific Ocean. Choose the best source to support his research.

- A an Internet blog featuring photographs of volcanoes
- B a magazine article featuring uses for volcanic rock
- C a series of essays from a writer living near a volcano
- D an online encyclopedia entry about how volcanoes are formed

53. Thomas has written a report about modern industry in China. Choose the image that would be most appropriate for his presentation.



54. Read this excerpt from a film screenplay.

Movie: One More Race to Run

Opening Scene:

Sudden shift from black screen to white. Footsteps slap pavement. The sound of breathing and crowd noise is muffled in the background. The camera focuses on Billy Mills running through the tunnel under the stadium and then out into the sunlight. The sound of the footsteps becomes louder. He crosses the finish line and snaps it just as the soundtrack begins.

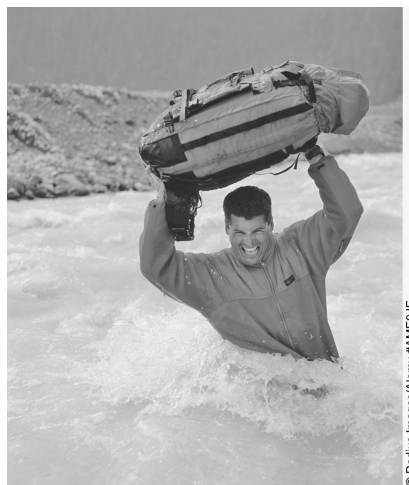
Voiceover of announcer: Billy Mills crosses the finish line. Look at Billy Mills! Look at Billy Mills! Amazing! Billy Mills has just become the first American to win the 10,000-meter event. What a great day for Billy Mills! What a great day for America!

With the sound of the announcer still in the background, the scene fades to show young Billy Mills running with other boys at the Pine Ridge Reservation. An older friend shouts, “Billy, you’re too little to run with us!” Mills grins and begins running faster.

Choose the statement that **best** summarizes the message of the opening scene of the film.

- | | | | |
|----------|-----------------------------------|----------|-------------------------------------|
| A | Victory requires great sacrifice. | B | Friendships count more than talent. |
| C | Success comes with practice. | D | People are naturally competitive. |

55. Look at the picture.



The conflict in this picture **best** represents

- | | | | |
|----------|------------------------|----------|-------------------------|
| A | person vs. self. | B | person vs. person. |
| C | person vs. technology. | D | person vs. environment. |

7th Grade ELA

Answer Key

SeqNo	SPI	Answer	SeqNo	SPI	Answer
1	0701.6.2	D	29	0701.2.7	D
2	0701.8.6	A	30	0701.2.8	A
3	0701.1.19	C	31	0701.4.5	B
4	0701.1.8	C	32	0701.1.21	A
5	0701.1.5	C	33	0701.5.3	D
6	0701.1.7	D	34	0701.5.5	A
7	0701.1.2	B	35	0701.1.5	C
8	0701.1.1	B	36	0701.1.16	C
9	0701.1.15	D	37	0701.1.9	D
10	0701.1.13	C	38	0701.1.8	A
11	0701.4.2	B	39	0701.1.18	C
12	0701.5.3	C	40	0701.2.3	B
13	0701.6.2	D	41	0701.2.4	C
14	0701.5.8	B	42	0701.2.5	D
15	0701.6.1	B	43	0701.8.8	B
16	0701.5.2	D	44	0701.8.5	D
17	0701.5.8	B	45	0701.8.10	D
18	0701.8.7	A	46	0701.3.3	D
19	0701.8.12	D	47	0701.3.8	B
20	0701.8.8	C	48	0701.3.7	D
21	0701.3.3	C	49	0701.3.10	A
22	0701.3.4	C	50	0701.3.9	C
23	0701.3.5	C	51	0701.4.1	B
24	0701.3.6	A	52	0701.4.3	D
25	0701.3.9	B	53	0701.7.2	C
26	0701.1.3	D	54	0701.7.5	C
27	0701.1.11	B	55	0701.8.9	D
28	0701.1.20	A			