

Nombre: \_\_\_\_\_

# Sistema de evaluación de Ohio



## Lectura

Folleto de prueba del estudiante

Mayo de 2009

Esta evaluación fué originalmente administrada a estudiantes en Mayo del 2009. Este material público es apropiado para uso por parte de maestros en Ohio en situaciones de enseñanza. Esta evaluación está alineada con los Criterios Académicos de Contenido para Inglés de Ohio.

This test was originally administered to students in May 2009. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

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# R

## Reading

### Directions:

Today you will be taking the Ohio Grade 7 Reading Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.
3. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answers is the same for all two- and four-point questions.
4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
6. Check over your work when you are finished.

**Instrucciones:**

Hoy participarás de la Prueba de evaluación de lectura de 7.º grado de Ohio. En esta evaluación, aparecen tres tipos diferentes de preguntas: de opción múltiple, de respuesta corta y de respuesta extendida.

Existen varios detalles importantes que debes recordar:

1. Lee atentamente cada pregunta. Analiza lo que se pregunta. Observa con atención los gráficos o diagramas porque te ayudarán a comprender la pregunta.
2. Para las preguntas que tienen respuesta corta y extendida, usa un lápiz para escribir tus respuestas de manera clara y ordenada en el espacio provisto en el documento de respuestas. Todas las respuestas que indiques en el Cuadernillo de evaluación del alumno no se calificarán.
3. Las preguntas de respuesta corta valen dos puntos. Las preguntas de respuesta extendida valen cuatro puntos. El puntaje se indica al lado de cada pregunta en el Cuadernillo de evaluación del alumno. El espacio que se proporciona para las respuestas es el mismo, independientemente de si se trata de preguntas de dos o cuatro puntos.
4. Para las preguntas de opción múltiple, pinta el interior del círculo que está al lado de la opción que elijas para esa pregunta en el documento de respuestas. Marca solamente una opción por cada pregunta. Rellena completamente los círculos en el documento de respuestas. Si cambias tu respuesta, asegúrate de borrar completamente la marca anterior.
5. No dediques demasiado tiempo a una pregunta. Continúa con la próxima y regresa luego a la que quedó sin responder después de haber respondido al resto de las preguntas.
6. Revisa todo tu trabajo cuando hayas terminado.

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Items 1–7 have not been slated for public release  
in 2009.



Las preguntas 1 a la 7 no han sido marcadas para ser hechas públicas en el 2009.

## One Last Crop to Reap

Beth J. Harpaz

- 1 **Corinna, Maine** — This time of year, farms around the country advertise hayrides, pumpkin and apple picking, and mazes made from corn grown as high as an elephant’s eye.
- 2 Some of these larger-than-life 3-D puzzles are simplistic, designed for young children to wander through in just a few minutes. But others—like a six-acre corn maze shaped like a lobster in rural Maine—are so intricate that guides are stationed in field towers to guide lost visitors. It’s not just the difficulty of finding the exit that makes these mazes different, however. More and more of them are agricultural works of art.
- 3 “Part of making it entertaining is having a cool-looking design,” said Brett Herbst, whose Utah-based company, The MAiZE, has designed more than 600 corn mazes around the world since 1996—including the lobster labyrinth in Corinna.
- 4 This season’s mazes—some professionally designed, some done by farmers themselves—range from a map of New Jersey carved into a field in East Windsor, New Jersey, to a Colorado maze replicating the famous image of soldiers planting an American flag at Iwo Jima.<sup>1</sup> Mazes in Layton, Utah, and Pekin, Illinois, memorialize President Reagan. And this being an election year, there are mazes in Utah and Pennsylvania designed to look like the faces of John Kerry and George Bush.<sup>2</sup> In Hilliard, near Jacksonville, Florida, Eddie and Betty Jean Conner have an eight-acre replica of the Super Bowl XXXIX<sup>3</sup> logo, accompanied by a smaller football maze and other farm- and corn-related attractions.
- 5 The lobster motif was chosen for the Thunder Road Farm in the small Central Maine town of Corinna because “we wanted to come up with a Maine design,” said Barbara Peavey, who runs the third-generation family farm with her husband. The MAiZE company plotted the design on a computer, and cornstalks were removed to form paths outlining a lobster’s sectioned shell, complete with tail,



*An aerial photograph of the Iwo Jima maze in Colorado*

<sup>1</sup>**Iwo Jima:** a Japanese island

<sup>2</sup>**John Kerry and George Bush:** candidates during the 2004 presidential election

<sup>3</sup>**XXXIX:** Roman numeral for 39

claws and eyes. A small lighthouse was also carved into the field, along with the word "MAINE."

- 6 Winding your way through the 10-foot-high walls of corn is a challenge—and a fun one, as my 11-year-old son, who led our family on a 40-minute odyssey through the lobster maze last month, can attest. But while an aerial photo confirms that the field looks like a giant green lobster, you can't tell what the design looks like from the ground.

### Big and small mazes

- 7 Still, farmers around the country are going for these high-concept mazes, part of a trend called "agritourism" or "agri-tainment" in which tourism is helping to shore up declining revenues for small farms. Admission to the mazes runs as high as \$8 for adults, and a maze can help draw crowds to a farmer's pick-your-own pumpkin field or apple orchard at a time of year when many families are looking for harvest-themed outdoor activities.
- 8 Dean Sherman, a Manchester, Iowa, pumpkin-grower, created a three-acre maze designed as a winding vine around a jack-o'-lantern. "I saw on the Internet you could hire a company to make a maze for you for \$2,000 to \$5,000. We did it ourselves and have maybe \$100 in it," Sherman told *The Gazette* of Cedar Rapids. He spent three days laying out the design and carving it when the corn was a foot tall, using a weed trimmer.
- 9 But farmers might invest as much as \$25,000 to \$100,000 if they have their mazes professionally designed and cut, then spend money on marketing and staffing, MAiZE spokeswoman Kamille Combs told *The Gazette*. The investment could turn unprofitable if bad weather keeps customers away, but farmers who build the mazes have high expectations.
- 10 Todd Uhlman, for example, hopes to attract 10,000 visitors to his Ronald Reagan maze in Pekin, Illinois. "Who better than Illinois' native son?" he told the (Peoria) *Journal Star*.
- 11 Ted Johnson in Autaugaville, Alabama, sees his 12-acre corn maze, shaped like the continental United States, as a teaching tool. He laid the puzzle out using global positioning system<sup>4</sup> coordinates and a lawn mower. The borders of states serve as pathways in the maze. A sign for each state provides a picture of its flag, the capital, its nickname, the state bird and the date it entered the union.
- 12 Johnson didn't realize how good it looked until a pilot took a picture.

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<sup>4</sup>**global positioning system:** a satellite navigation system used for determining exact locations



# R

## Reading

- 13 "I was sort of surprised when I saw the picture," Johnson told the *Montgomery Advertiser*. "You could really see it's the United States."
- 14 Those entering the field get a copy of a U.S. map to help them navigate. "I wanted to make something where the children, and adults, too, could learn something," Johnson was quoted by the paper as saying. "I think people will enjoy this. I don't care who you are, or how much you think you know, you get in the middle of this thing and you can get as lost as a barnyard goose."

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### Use the passage to answer questions 8 – 16.

- |   |   |
|---|---|
| <p>8. How is this passage organized?</p> <ul style="list-style-type: none"><li>A. An argument is proposed and two sides of the issue are debated.</li><li>B. A problem is presented and various solutions to the problem are discussed.</li><li>C. An idea is introduced and several examples are presented to illustrate the idea.</li><li>D. A comparison is drawn between different theories to determine which is more effective.</li></ul> | <p>9. Why did the author write this passage?</p> <ul style="list-style-type: none"><li>A. to persuade the reader to visit a corn maze</li><li>B. to share a story about her family's enjoyable visit to a farm</li><li>C. to inform the reader about the drawbacks of developing a corn maze</li><li>D. to provide information about a creative idea used in farms across the country</li></ul> |
|---|---|

- 13 "I was sort of surprised when I saw the picture," Johnson told the *Montgomery Advertiser*. "You could really see it's the United States."
- 14 Those entering the field get a copy of a U.S. map to help them navigate. "I wanted to make something where the children, and adults, too, could learn something," Johnson was quoted by the paper as saying. "I think people will enjoy this. I don't care who you are, or how much you think you know, you get in the middle of this thing and you can get as lost as a barnyard goose."

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**Usa el fragmento para responder a las preguntas 8 a 16.**

- |   |  |
|---|--|
| <p>8. ¿Cómo está organizado este fragmento?</p> <p>A. Se propone un argumento y se analizan dos versiones del tema.</p> <p>B. Se presenta un problema y se analizan diferentes soluciones para el problema.</p> <p>C. Se introduce una idea y se dan varios ejemplos para ilustrarla.</p> <p>D. Se realiza una comparación entre diferentes teorías para determinar cuál es más eficaz.</p> | <p>9. ¿Por qué la autora escribió este fragmento?</p> <p>A. para convencer al lector de que visite un laberinto de maíz</p> <p>B. para compartir una historia sobre una visita entretenida que su familia hizo a una granja</p> <p>C. para informarle al lector sobre las desventajas de crear un laberinto de maíz</p> <p>D. para proporcionar información sobre una idea creativa usada en granjas en todo el país</p> |
|---|--|



10. “Some of these larger-than-life 3-D puzzles are simplistic, designed for young children to wander through in just a few minutes. But others—like a six-acre corn maze shaped like a lobster in rural Maine—are so **intricate** that guides are stationed in field towers to guide lost visitors.”

What does the word **intricate** mean as it is used in the sentence above?

- A. complicated
  - B. irregular
  - C. unusual
  - D. vast
11. Which subheading would be an appropriate replacement for the original subheading **Big and small mazes**?
- A. Farmyard activities
  - B. Developing corn mazes
  - C. The MAiZE company’s creations
  - D. Ted Johnson’s educational maze

12. Using information from the passage, identify two similarities between corn mazes designed by professionals and corn mazes designed by farmers themselves.

Write your answer in the **Answer Document**. (2 points)

13. “The MAiZE company **plotted** the design on a computer, and cornstalks were removed to form paths outlining a lobster’s sectioned shell, complete with tail, claws and eyes.”

Which definition of **plot** is used in the sentence above?

**plot** (plŏt) v. **1)** to plan secretly, especially something hostile or evil **2)** to draw a plan or map of **3)** to create and arrange actions and incidents of **4)** to locate points or figures by means of coordinates

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

10. "Some of these larger-than-life 3-D puzzles are simplistic, designed for young children to wander through in just a few minutes. But others—like a six-acre corn maze shaped like a lobster in rural Maine—are so **intricate** that guides are stationed in field towers to guide lost visitors."
- ¿Qué significa la palabra **intricate** según se usa en la oración anterior?
- A. complicated
  - B. irregular
  - C. unusual
  - D. vast
11. ¿Qué subtítulo sería adecuado para reemplazar el subtítulo original **Big and small mazes**?
- A. Farmyard activities
  - B. Developing corn mazes
  - C. The MAiZE company's creations
  - D. Ted Johnson's educational maze
12. Usando la información que se presenta en el fragmento, identifica dos similitudes entre los laberintos de maíz creados por profesionales y los laberintos de maíz creados por los granjeros por sí solos.
- Escribe tu respuesta en el **Documento de Respuestas**.  
(2 puntos)
13. "The MAiZE company **plotted** the design on a computer, and cornstalks were removed to form paths outlining a lobster's sectioned shell, complete with tail, claws and eyes."
- ¿Cuál es la definición de **plot** que se usa en la oración anterior?
- plot** (plōt) v. **1)** to plan secretly, especially something hostile or evil **2)** to draw a plan or map of **3)** to create and arrange actions and incidents of **4)** to locate points or figures by means of coordinates
- A. definición 1
  - B. definición 2
  - C. definición 3
  - D. definición 4

14. Which statement from the passage expresses an opinion?
- A. "Some of these larger-than-life 3-D puzzles are simplistic, designed for young children to wander through in just a few minutes."
- B. "Winding your way through the 10-foot-high walls of corn is a challenge—and a fun one, as my 11-year old son, who led our family on a 40-minute odyssey through the lobster maze last month, can attest."
- C. "Admission to the mazes runs as high as \$8 for adults, and a maze can help draw crowds to a farmer's pick-your-own pumpkin field ... ."
- D. "But farmers might invest as much as \$25,000 to \$100,000 if they have their mazes professionally designed and cut, then spend money on marketing and staffing ... ."

15. Identify one positive effect that corn mazes can have for farmers and one positive effect the mazes can have for visitors. Support each positive effect with an example from the passage.

Write your answer in the **Answer Document**. (4 points)

16. An odyssey is a long wandering or voyage marked by obstacles before the end is reached. Why could a trip through a maze be compared to an odyssey?
- A. Walking through a maze is a fun and exciting family activity.
- B. People spend a lot of time trying to find their way through a maze.
- C. Creating an interesting maze for people to walk through is a challenging process.
- D. People travel great distances from across the United States to walk through a maze.

14. ¿Qué oración del fragmento expresa una opinión?
- A. "Some of these larger-than-life 3-D puzzles are simplistic, designed for young children to wander through in just a few minutes."
  - B. "Winding your way through the 10-foot-high walls of corn is a challenge—and a fun one, as my 11-year old son, who led our family on a 40-minute odyssey through the lobster maze last month, can attest."
  - C. "Admission to the mazes runs as high as \$8 for adults, and a maze can help draw crowds to a farmer's pick-your-own pumpkin field ... ."
  - D. "But farmers might invest as much as \$25,000 to \$100,000 if they have their mazes professionally designed and cut, then spend money on marketing and staffing ... ."
15. Identifica un efecto positivo que los laberintos de maíz pueden tener para los granjeros y un efecto positivo que los laberintos pueden tener para los visitantes. Respalda cada efecto positivo con un ejemplo del fragmento.
- Escribe tu respuesta en el **Documento de Respuestas**. (4 puntos)
16. Una odisea es un largo paseo o viaje caracterizado por obstáculos que se atraviesan antes de llegar al final. ¿Por qué recorrer un laberinto podría compararse con una odisea?
- A. Recorrer un laberinto caminando es una actividad familiar divertida y emocionante.
  - B. Las personas pasan mucho tiempo intentando encontrar la salida de un laberinto.
  - C. La creación de un laberinto interesante para que la gente lo recorra caminando es todo un desafío.
  - D. Las personas viajan grandes distancias desde todos los Estados Unidos para recorrer un laberinto caminando.

On the May 2009 Grade 7 Reading Achievement Test, items 17–22 are field-test items, which are not released.

Items 23–36 have not been slated for public release in 2009.

En la Evaluación de Rendimiento de Lectura de Séptimo Grado, administrada en Mayo del 2009, las preguntas 17 a la 22 son de prueba de campo, lo cual significa que no es material público.

Las preguntas 23 a la 36 no han sido marcadas para ser hechas públicas en el 2009.

## The Paper Revolution

John S. Major

- 1 In early China, where the ability to read and write was the most important qualification for a successful career, there was a strong demand for better writing materials. Responding to that demand, the Chinese discovered how to make the perfect companion for writing: paper.
- 2 People used to believe that paper was invented by a man named Ts'ai Lun, who was an official in the imperial government workshops around A.D. 100. In recent years, however, Chinese archaeologists have discovered several fragments of paper that date from at least 250 years before that time. Perhaps what Mr. Ts'ai did was to improve the process of papermaking.
- 3 The first paper was made from rags. Later papermakers preferred to use plants with long, strong fibers, such as flax, bamboo, and the inner bark of the mulberry tree. To make paper, the plant materials were boiled and beaten with wooden hammers to soften and separate the fibers. Then the fibers were mixed with water. A screen made of woven split bamboo held in a wooden frame was used to scoop up a thin layer of wet fibers. When dried, that layer became a sheet of paper.
- 4 At first paper was made only in plain white sheets. But soon papermakers began to decorate it with colored dyes and block-printed designs. By the time of the T'ang dynasty (A.D. 618-907), wealthy people enjoyed using luxurious note paper to write letters to friends and relatives. This custom also was followed in Japan, where people often folded their letters in fancy shapes. This idea led to the Japanese art of origami, or folded-paper figures.
- 5 The invention of printing in China in the eighth century greatly increased the demand for paper. Printing made it possible to produce books in large quantities. Chinese and Japanese artists also found paper perfect for ink painting.
- 6 Wonderfully suited for writing and printing, paper soon began to be used for many other purposes as well. Made waterproof with oil or wax, it was used for raincoats, umbrellas, and windows. Many decorative items such as fans, lanterns, and kites and other toys were made of paper. Layers of paper, strengthened with lacquer, were even made into armor. The Japanese also used paper in their houses, where they made interior walls of paper glued to lightweight wooden frames.
- 7 Paper was so useful that it quickly spread from eastern Asia to the rest of the Old World. The availability of paper helped spur the invention of the printing press in Europe in the 15th century. Printed books in turn brought great changes to education in Europe.

Excerpt from the FACES' September 1994 issue: Great Inventions of the World © 1994, Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All rights reserved. Reprinted by Permission of Carus Publishing Company.



# R

## Reading

Use the passage to answer questions 37 – 42.

37. With which of these ideas would the author of this passage agree?
- A. Even today, the papermaking process is constantly changing.
  - B. Papermaking is something most people today associate with east Asia.
  - C. Europeans deserve some credit for inventing the papermaking process.
  - D. Papermaking changed the world by creating a more efficient way to read and write.

38. “The availability of paper helped **spur** the invention of the printing press in Europe in the 15th century. Printed books in turn brought great changes to education in Europe.” (Paragraph 7)

What does the word **spur** mean in the first sentence above?

- A. sell
- B. prompt
- C. maintain
- D. advertise

39. Using details from the passage, describe two steps the Chinese papermakers used to turn plant materials into paper.

Write your answer in the **Answer Document**. (2 points)

40. According to the passage, what was the effect of applying wax to paper?

- A. It made the paper waterproof.
- B. It made the paper lightweight.
- C. It made the paper stronger.
- D. It made the paper shiny.

Usa el fragmento para responder a las preguntas 37 a 42.

37. ¿Con cuál de estas ideas estaría de acuerdo el autor de este fragmento?

- A. Incluso actualmente, el proceso de fabricación de papel cambia constantemente.
- B. Actualmente, la mayoría de las personas asocian la fabricación de papel con east Asia.
- C. Europeans merecen cierto crédito por haber inventado el proceso de la fabricación de papel.
- D. La fabricación de papel cambió el mundo porque creó una forma más eficiente de leer y escribir.

38. "The availability of paper helped **spur** the invention of the printing press in Europe in the 15th century. Printed books in turn brought great changes to education in Europe." (Párrafo 7)

¿Qué significa la palabra **spur** en la primera oración del texto anterior?

- A. sell
- B. prompt
- C. maintain
- D. advertise

39. Usando detalles del fragmento, describe dos pasos que los fabricantes de papel Chinese seguían para convertir materiales de las plantas en papel.

Escribe tu respuesta en el **Documento de Respuestas**.  
(2 puntos)

40. Según el fragmento, ¿cuál fue el efecto de aplicar cera al papel?

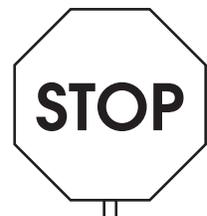
- A. Hizo que el papel fuera impermeable.
- B. Hizo que el papel fuera liviano.
- C. Hizo que el papel fuera más resistente.
- D. Hizo que el papel fuera brillante.



# R

## Reading

41. What is the most likely reason why printed books changed education in Europe?
- A. Before printed books, students had to instruct themselves.
  - B. Before printed books, teachers had to come to students' homes.
  - C. With printed books, knowledge could be shared with larger numbers of students.
  - D. With printed books, students could spend more time reading and less time on original writing.
42. "Later papermakers **preferred** to use plants with long, strong fibers, such as flax, bamboo, and the inner bark of the mulberry tree." (Paragraph 3)
- What is an antonym for **preferred** as it is used in the sentence above?
- A. disliked
  - B. rushed
  - C. argued
  - D. chose



41. ¿Cuál es la razón más probable por la cual los libros impresos cambiaron la educación en Europe?
- A. Antes de los libros impresos, los alumnos tenían que aprender solos.
  - B. Antes de los libros impresos, los maestros tenían que ir a la casa de los alumnos.
  - C. Con los libros impresos, el conocimiento podía compartirse con una mayor cantidad de alumnos.
  - D. Con los libros impresos, los alumnos podían dedicar más tiempo a leer y menos tiempo a escribir textos originales.

42. "Later papermakers **preferred** to use plants with long, strong fibers, such as flax, bamboo, and the inner bark of the mulberry tree."  
(Párrafo 3)

¿Cuál es un antónimo de **preferred** según se usa en la oración anterior?

- A. disliked
- B. rushed
- C. argued
- D. chose



**R**