Ohio Department of Education

Nombre: _____

Evaluaciones de rendimiento de Ohio

Lectura

Folleto de prueba del estudiante

Primavera de 2010

Esta evaluación fué originalmente administrada a estudiantes en Primavera de 2010. 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 Spring 2010. 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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Pasa a la página siguiente

R Reading

Directions:

Today you will be taking the Ohio Grade 8 Reading Achievement Assessment. 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 reading passage carefully. You may look back at the reading passage as often as necessary. You may underline or mark parts of any passage in your Student Test Booklet.

2. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.

3. Use only a #2 pencil to answer questions on this test.

4. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.

5. For constructed-response questions, write your answer neatly, clearly and only in the space provided in your Answer Document. Answers written outside of the space provided will not be scored.

6. 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.

7. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet and Answer Document.

8. Check over your work when you are finished.

Instrucciones:

Hoy participarás de la Prueba de evaluación de lectura de 8.° 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 fragmento. Puedes volver a leer el fragmento todas las veces que creas necesarias. Puedes subrayar o marcar partes de cualquiera de los fragmentos del Cuadernillo de evaluación del alumno.

2. Lee atentamente cada pregunta. Analiza lo que se pregunta. Observa con atención los gráficos o diagramas porque te ayudarán a comprender la pregunta. Luego, selecciona o escribe la respuesta que consideres correcta.

3. Para responder a las preguntas de esta evaluación, usa solamente un lápiz N.° 2.

4. Para las preguntas de opción múltiple, completa el círculo junto a la opción de respuesta que hayas elegido. Marca solamente una respuesta para cada pregunta. Si cambias tu respuesta, asegúrate de borrar completamente la marca anterior. No taches ni hagas otro tipo de marcas en las demás opciones.

5. Para las preguntas cuyas respuestas debes elaborar tú mismo, escribe de manera clara y ordenada, y solamente en el espacio proporcionado en el Documento de respuestas. Las respuestas escritas fuera del espacio proporcionado no serán calificadas.

6. 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.

7. Si no conoces la respuesta a una pregunta, puedes saltarla y seguir con la pregunta siguiente. Si tienes tiempo, regresa a las preguntas que dejaste sin responder e intenta responderlas antes de entregar el Cuadernillo de evaluación del alumno y el Documento de respuestas.

8. Revisa todo tu trabajo cuando hayas terminado.

Go to next page
Pasa a la página siguiente

A Fine Day for Flying

Faith Hickman Brynie

1 If ever any animal needed a reliable weather forecast, it's a migrating bird. A storm can blow a bird far off its course, and severe temperatures, winds, or precipitation can mean death along the way. Since they cannot count on the weather bureau for information, some birds seem to have their own, built-in weather prediction system. Some even use changes in the weather to make their journey easier.

2 In autumn, many shorebirds and songbirds fly from the eastern North American coast across the western edge of the North Atlantic Ocean. Tim and Janet Williams at Swarthmore College in Pennsylvania have observed the birds leaving from all along the coast, as far south as Miami and as far north as Nova Scotia. The birds first fly to coastal areas, where they fatten up on the plentiful food supply they find there. Then they just seem to hang around, waiting for favorable weather.

3 The Williamses have found that the best predictor for departure is the passage of a cold front. The front brings falling temperatures, clear skies, rising barometric pressure,[1] and (most important for the birds) winds blowing from the northwest. When these winds come, the birds rise into the air, all together, and by the millions. They depart from the coast and point their beaks to the south-southwest. They continue this orientation for the entire flight. The winds first push the birds out over the ocean to the southeast. But the wind direction changes when they hit the trade winds[2] of the Caribbean, and they are pushed back toward the southwest. Although they never change their direction of flight, they follow a curved path that takes them to their winter home in South America. Without the help of the winds, the birds would run out of fuel and perish somewhere in the South Atlantic.

4 The Williamses feel sad that these wonderful feats may soon become a thing of the past. "The great flights of shorebirds are gone forever," they say. "In the 1800s, shorebirds would pass over Bermuda in great flocks that stretched from horizon to horizon for more than 24 hours. Now, only a few birds can be seen over the islands. The songbirds and shorebirds are threatened by a loss of habitat in the south and breeding areas in the north." The Williamses hope that you will learn more from the American Bird Conservancy Web site.

© Faith Hickman Brynie, 2003.

[1]**barometric pressure**: atmospheric pressure measured by a barometer
[2]**trade winds**: weather systems with fixed wind patterns

Use the passage to answer questions 1 – 6.

1. Tim and Janet Williams would likely agree with which statement?

   A. People can watch the birds for a reliable weather forecast.

   B. Shorebirds are better than songbirds at using weather patterns to migrate.

   C. The population of birds will increase if people supply them with more food.

   D. People need to learn why these birds are in danger so that they can begin conservation efforts.

2. According to the passage, what do birds need **most** during migration?

   A. clear skies

   B. changing temperature

   C. rising barometric pressure

   D. winds from the northwest

3. If headings were added to the passage, which of these would be **most** appropriate for paragraph 2?

   A. Songbirds and Shorebirds

   B. Preparing for the Journey

   C. Windy Days at the Beach

   D. Birds From Coast to Coast

4. According to the passage, what is the main reason why the birds travel to coastal areas first?

   A. to raise their young

   B. to nourish their bodies

   C. to rest from their journey

   D. to build nests for laying eggs

Usa el fragmento para responder a las preguntas 1 a 6.

1. ¿Con cuál de estas oraciones crees que Tim y Janet Williams estarían probablemente de acuerdo?

   A. Las personas pueden observar las aves para tener un pronóstico confiable del clima.

   B. Las aves playeras son mejores que las aves cantoras en el uso de los patrones del clima para migrar.

   C. La población de aves aumentará si las personas continúan alimentándolas.

   D. Las personas deben aprender por qué estas aves están en peligro para que inicien campañas de conservación.

2. Según el fragmento, ¿qué es lo que **más** necesitan las aves durante la migración?

   A. cielos despejados

   B. cambios de temperatura

   C. un aumento de la presión atmosférica

   D. vientos del noroeste

3. Si se agregaran títulos al fragmento, ¿cuál de estos sería el **más** adecuado para el párrafo 2?

   A. Aves playeras y aves cantoras

   B. Preparación para el viaje

   C. Días ventosos en la playa

   D. Aves de costa a costa

4. Según el fragmento, ¿cuál es uno de los motivos principales por el cual las aves viajan primero a zonas costeras?

   A. para criar a sus crías

   B. para nutrirse

   C. para descansar del viaje

   D. para construir nidos para poner los huevos

5. Identify one example of persuasion the author uses in paragraph 4. Then, explain how the author uses this example of persuasion to support the Williams' cause.

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

6. Why are footnotes included in this passage?

   A. to provide an outline of the passage

   B. to list sources for facts in the passage

   C. to summarize key points of the passage

   D. to define unfamiliar terms in the passage

5. Identifica un ejemplo de persuasión que la autora emplea en el párrafo 4. Luego, explica cómo la autora lo utiliza para respaldar la causa de los Williams.

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

6. ¿Por qué hay notas de pie de página en este fragmento?

   A. para proporcionar un esquema del fragmento

   B. para indicar las fuentes de los datos del fragmento

   C. para resumir los puntos principales del fragmento

   D. para definir términos desconocidos del fragmento

Items 7–23 have not been slated for public release in 2010.

On the Spring 2010 Grade 8 Reading Achievement Assessment, items 24–29 are field-test items, which are not released.

Las preguntas 7 a la 23 no han sido marcadas para ser hechas públicas en el 2010.

En la Evaluación de Rendimiento de Lectura de Octavo Grado, administrada en Primavera de 2010, las preguntas 24 a la 29 son de prueba de campo, lo cual significa que no es material público.

Go to next page
Pasa a la página siguiente

Cloves: A Spice of Life

Ann Stalcup

1 There is a saying in Zanzibar: "The clove tree will not grow unless it sees the mountains and smells the sea." Today, clove trees flourish in Zanzibar's warm, humid sea breezes, providing 80 percent of the world's supply of the spice.

2 Cloves are the dried buds of a tropical evergreen tree that grows 30 to 40 feet high. The dried buds look like small brown nails. (The English name comes from *clou*, the French word for nail.)

3 Clove trees are harvested twice a year. The buds are picked just before they open, which means that each tree has to be picked by hand, day after day, to catch the buds at the perfect moment. Then the buds are dried in the sun, turning from rose in color to brown. Only sun drying will do because artificial drying weakens the cloves' flavor. Cloves lose more than half their weight when dried. A single tree produces about 75 pounds of cloves per year. Harvesting them takes a lot of skill and costs a great deal because every stage is done by hand. As a result, the price of cloves has always been high.

4 Cloves were first grown in the Molucca Islands of eastern Indonesia, the famed Spice Islands of history. The people there planted a clove tree each time a child was born. Cloves are no longer grown in the Moluccas, but for a thousand years people all over the world schemed, plotted, and went to war for control of the clove supply.

5 The Chinese used cloves 2,300 years ago. One Chinese emperor made people keep cloves in their mouths whenever they spoke to him, so their breath would be fragrant. Almost 2,000 years ago, the ancient Roman nature writer Pliny described cloves. When northern Europeans learned about cloves around A.D. 1200, the spice quickly became so valuable that it was used as money. A pound of cloves could buy three sheep! Europeans, like people before them, prized cloves for three reasons. Cloves have a unique flavor, they help prevent meat from spoiling, and they have useful medicinal qualities.

6 Today, clove oil is still used in antiseptics, painkillers, perfumes, insect repellents, and air fresheners. For centuries, cloves were used to treat toothaches, coughs, indigestion, and rheumatism, and they are still used today in some herbal remedies. Refrigeration has largely replaced cloves as a preservative, but nothing has replaced their flavor. As a result, protecting the clove supply continues to be serious business.

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Use the passage to answer questions 30 – 36.

30. Which subheading would be appropriate for the last three paragraphs of this passage?

    A. Cultivation of Cloves
    B. Cooking With Cloves
    C. Cloves As Medicine
    D. History of Cloves

31. The English word **antiseptic** comes from the Greek root word *septos,* which means *rotten*.

    "Today, clove oil is still used in **antiseptics**, painkillers, perfumes, insect repellents, and air fresheners." (Paragraph 6)

    What do **antiseptics** do?

    A. prevent decay
    B. eliminate odors
    C. soothe muscles
    D. improve air quality

32. Which question can be answered using the information in the passage?

    A. Where are most cloves produced?
    B. Who discovered the medicinal uses of cloves?
    C. What are some ways to use cloves in cooking?
    D. Why are cloves no longer grown in the Molucca Islands?

33. "... but for a thousand years people all over the world **schemed, plotted, and went to war** for control of the clove supply." (Paragraph 4)

    What does the phrase **schemed, plotted, and went to war** suggest in this sentence?

    A. The power of a country is based on its agricultural success.
    B. Global competition for control of the clove supply was intense.
    C. Secret planning alone was necessary to gain control of the clove supply.
    D. The desire to dominate others brings out the worst in people everywhere.

Usa el fragmento para responder a las preguntas 30 a 36.

30. ¿Qué subtítulo sería adecuado para los tres últimos párrafos de este fragmento?

    A. Cultivo de clavos de olor
    B. Utilización de clavos de olor en la cocina
    C. Usos medicinales del clavo de olor
    D. Historia de los clavos de olor

31. La raíz de la palabra **antiseptic** en inglés proviene del vocablo griego *septos,* que significa *rotten*.

    "Today, clove oil is still used in **antiseptics**, painkillers, perfumes, insect repellents, and air fresheners." (Párrafo 6)

    ¿Cuál es la función de los **antiseptics**?

    A. prevent decay
    B. eliminate odors
    C. soothe muscles
    D. improve air quality

32. ¿Qué pregunta se puede responder con la ayuda de la información del fragmento?

    A. ¿En dónde se producen la mayoría de los clavos de olor?
    B. ¿Quién descubrió los usos medicinales de los clavos de olor?
    C. ¿Cuáles son algunas maneras de utilizar clavos de olor en la cocina?
    D. ¿Por qué los clavos de olor no crecen más en las islas Molucas?

33. "... but for a thousand years people all over the world **schemed, plotted, and went to war** for control of the clove supply." (Párrafo 4)

    ¿Qué sugiere la frase **schemed**, **plotted**, **and went to war** en esta oración?

    A. El poder de un país se basa en su éxito agrícola.
    B. Hubo una fuerte competencia por el control de la oferta de clavos de olor.
    C. Se necesitó únicamente un plan secreto para obtener el control de la oferta de clavos de olor.
    D. El deseo de dominar a los demás revela lo peor de cada persona en todos lados.

34. How does the author support the idea that cloves have continued to be popular over the centuries?

A. by explaining the difficulty and skill involved in harvesting cloves

B. by emphasizing that one nation controls clove production

C. by tracking the constant rise in the price of clove products

D. by describing how different cultures have used cloves

35. The information in paragraphs 1–3 is organized differently from the information in paragraphs 4–6.

Select either paragraphs 1–3 or paragraphs 4–6 and describe how the information is organized. Then, explain what makes that organization an effective way to present the information.

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

Item 36 has not been slated for public release in 2010.

34. ¿Cómo fundamenta la autora la idea de que los clavos de olor continuaron siendo populares por siglos?

A. al explicar la dificultad y la habilidad que requiere la cosecha de clavos de olor

B. al resaltar que sólo un país controla la producción de clavos de olor

C. al realizar un seguimiento del aumento constante de los precios de los productos de clavo de olor

D. al describir cómo las diferentes culturas han utilizado los clavos de olor

35. La información de los párrafos 1 a 3 está organizada de manera diferente que la información en los párrafos 4 a 6.

Selecciona ya sea los párrafos del 1 al 3 o los párrafos de 4 al 6 y describe cómo se organiza la información. Luego, explica de qué manera esa organización permite presentar la información de manera eficaz.

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

La pregunta número 36 no ha sido marcadas para ser hecha pública en el 2010.

Go to next page
Pasa a la página siguiente

Clear the Air

Faith Brynie

1 Snuggle up in your favorite chair and breathe deeply with contented relaxation. Or maybe you shouldn't.

2 "Studies have shown that indoor air is often 10 to 100 times more polluted than outdoor air," says Bill Wolverton. He is a former NASA[1] scientist and head of Wolverton Environmental Services. "One of the biggest contributors to bad indoor air is off-gassing,"[2] he explains. "Most materials in our homes are made using chemicals called 'synthetics.' They are human-made, not made by nature. Individual liquid chemicals are mixed, and they react to form solids used in plastics, fabrics, TVs, computers, carpeting, and more. Exposure to a single chemical can cause serious health problems. When multiple chemicals are combined to form solids, the final products are generally safe. But not all chemicals react to form solids. These products will off-gas or release any unreacted chemicals. Some of these chemicals pose health hazards."

3 Just about any material in a home or school can off-gas. Vinyl floors, linoleum, carpets, fabrics, dyes, glues, and paints release chemical compounds into the air. So do detergents, household cleaners, plastic, and paper. To reduce off-gassing, Wolverton recommends washing new clothing, bedding, and other washable fabrics at least once before use. New furniture and carpeting should be allowed to air out before placing them in any tightly sealed, energy-efficient building.

4 While the ultimate solution to off-gassing is to use more environmentally friendly building materials, a short-term solution may be as close as your nearest garden center. Wolverton led a NASA research team in the 1980s. The scientists found that ordinary houseplants can remove large amounts of off-gassed chemicals from indoor air, especially when there is a large amount of leaf surface area compared to the volume of air. However, leaves, roots, and soil bacteria all play a part. Leaves absorb compounds from the air and carry them down to the roots. Roots pull air into the soil as they take up water. Microbes that thrive around a plant's roots break down off-gassed compounds into harmless raw materials. They use them as a food source and release natural fertilizers that make the plant grow bigger and stronger.

5 If you want to grow some plants to improve your home's air, which ones should you choose? For good, all-around air-cleaning action, grow the peace lily, lady palm, Boston fern, areca palm, or a carrion plant. If you have fresh paint or new plastics in your home, grow some potted chrysanthemums. They are big winners when it comes to removing benzene from the air. If you're using paint solvents[3] and

[1]**NASA**: National Aeronautics and Space Administration
[2]**off-gassing**: the release of harmful gases into the surrounding air
[3]**solvents**: substances that can dissolve other substances

thinners, inks, glues, or pesticides, grow a dwarf date palm. It will remove the xylene that these materials off-gas. If you have a lot of new paneling, subflooring, cabinets, draperies, or a new mattress, they may be off-gassing formaldehyde. Fight back with a philodendron, rubber plant, spider plant, golden pothos, or English ivy. If you want to combat them all, grow a Gerbera daisy. It was the champion toxin-fighter in the NASA experiments.

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Use the passage to answer questions 37 – 44.

37. Which argument is supported by evidence in the passage?

    A. Off-gassing remains an unsolvable problem.

    B. Reducing off-gassing guarantees good health.

    C. Off-gassing is a common problem in most modern homes.

    D. Using natural materials is the only way to eliminate off-gassing.

38. Who is the intended audience for this passage?

    A. government officials who want to regulate common sources of pollution

    B. people who do not know about the problems of off-gassing in their homes

    C. builders who are interested in using materials that do not contain harmful chemicals

    D. scientists who study how exposure to synthetic substances causes health problems

thinners, inks, glues, or pesticides, grow a dwarf date palm. It will remove the xylene that these materials off-gas. If you have a lot of new paneling, subflooring, cabinets, draperies, or a new mattress, they may be off-gassing formaldehyde. Fight back with a philodendron, rubber plant, spider plant, golden pothos, or English ivy. If you want to combat them all, grow a Gerbera daisy. It was the champion toxin-fighter in the NASA experiments.

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Usa el fragmento para responder a las preguntas 37 a 44.

37. ¿Qué argumento es respaldado por la evidencia en el fragmento?

    A. La liberación de gases es un problema que no tiene solución.

    B. La reducción de la liberación de gases garantiza una buena salud.

    C. La liberación de gases es un problema común en la mayoría de las viviendas modernas.

    D. La utilización de materiales naturales es la única forma de eliminar la liberación de gases.

38. ¿Cuál es la audiencia objetivo de este fragmento?

    A. funcionarios del gobierno que quieren regular las fuentes comunes de contaminación

    B. personas que no conocen los problemas de la liberación de gases en sus viviendas

    C. constructores interesados en utilizar materiales que no contengan sustancias químicas nocivas

    D. científicos que estudian cómo la exposición a sustancias sintéticas provoca problemas de salud

39. Which additional piece of information could the author add to develop the idea that poor indoor air quality is a serious problem?

A. an analysis of the advantages of synthetic materials

B. a list of health problems that result from off-gassing

C. an explanation of the negative effects off-gassing can have on houseplants

D. a comparison of indoor and outdoor air pollution levels caused by synthetic chemicals

40. If you have just repainted your kitchen and had new cabinets installed, which plant should you put in your kitchen to combat all the off-gassed chemicals?

A. dwarf date

B. English ivy

C. Gerbera daisy

D. chrysanthemum

41. "Vinyl floors, linoleum, carpets, fabrics, dyes, glues, and paints release chemical compounds into the air. So do **detergents**, household cleaners, plastic, and paper." (Paragraph 3)

In the word **detergent**, the prefix ***de-*** means "off." Based on the chart below, what is the root of the word **detergent**?

Root	Origin	Meaning
tendere	Latin	to stretch
tergere	Latin	to wipe
terrere	Latin	to frighten
torpere	Latin	to be numb or slow

A. to stretch

B. to wipe

C. to frighten

D. to be numb or slow

39. ¿Qué información adicional debería agregar la autora para desarrollar la idea de que una calidad deficiente del aire interno es un problema grave?

A. un análisis de las ventajas de los materiales sintéticos

B. una lista de problemas de salud que resultan de la liberación de gases

C. una explicación de los efectos negativos que puede provocar la liberación de gases en las plantas de interior

D. una comparación de los niveles de contaminación ambiental interna y externa provocada por sustancias químicas sintéticas

40. Si recién terminas de pintar nuevamente tu cocina y has instalado nuevos armarios, ¿qué plantas deberías colocar en tu cocina para combatir las sustancias químicas producto de la liberación de gases?

A. palmera enana

B. hiedra inglesa

C. gerbera

D. crisantemo

41. "Vinyl floors, linoleum, carpets, fabrics, dyes, glues, and paints release chemical compounds into the air. So do **detergents**, household cleaners, plastic, and paper." (Párrafo 3)

En la palabra **detergent**, el prefijo **de-** significa "off". Según el siguiente cuadro, ¿cuál es la raíz de la palabra **detergent**?

Raíz	Origen	Significado
tendere	Latín	to stretch
tergere	Latín	to wipe
terrere	Latín	to frighten
torpere	Latín	to be numb or slow

A. to stretch

B. to wipe

C. to frighten

D. to be numb or slow

42. Summarize the passage by restating the main point of each of paragraphs 2–5.

Label each main point with the related paragraph number.

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

43. Which persuasive technique does the author of this passage use to persuade the reader that off-gassing is a serious issue?

A. She quotes a recognized authority.

B. She describes a relevant personal experience.

C. She hints that all informed individuals agree with her.

D. She relates dramatic case studies of individuals affected by the problem.

44. "Microbes that thrive around a plant's roots break down off-gassed compounds into harmless **raw** materials." (Paragraph 4)

According to how **raw** is used in the sentence above, which word completes the analogy?

PERPETUAL : CONTINUAL :: **raw** :

_____

A. unrefined

B. artificial

C. protein

D. rare

STOP

42. Resume el fragmento reformulando el tema principal de cada uno de los párrafos del 2 al 5.

Indica el número de párrafo al que corresponde cada tema principal.

Escribe tu respuesta en el **Documento de respuestas**. (4 puntos)

43. ¿Qué técnica persuasiva utiliza la autora de este fragmento para persuadir al lector de que la liberación de gases es un problema grave?

A. Cita a una autoridad reconocida en la materia.

B. Describe una experiencia personal destacada.

C. Insinúa que todas las personas informadas concuerdan con ella.

D. Relata estudios de caso dramáticos de personas afectadas por este problema.

44. "Microbes that thrive around a plant's roots break down off-gassed compounds into harmless **raw** materials." (Párrafo 4)

Según la manera en que se usa **raw** en la oración anterior, ¿cuál de las palabras completa la analogía?

PERPETUAL : CONTINUAL :: **raw** : _____

A. unrefined

B. artificial

C. protein

D. rare

ALTO

R