

Student Name: \_\_\_\_\_

# Ohio Achievement Tests



## Reading Student Test Booklet

Large Print  
May 2008

*This test was originally administered to students in May 2008.*

*Not all items from the May 2008 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11:4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as public record.*

*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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**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 two- and four-point questions.

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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.

## The Tulip Touch

Anne Fine

- 1 You shouldn't tell a story till it's over, and I'm not sure this one is. I'm not even certain when it really began, unless it was the morning Dad thrust my bawling brother Julius back into Mum's arms, and picked up the ringing telephone.
- 2 "The Palace? Why would they ever want me at the Palace?"
- 3 Anyone listening might have begun to think of royal garden parties, or something. But even back then, when I heard people saying things like "the Black Horse" or "the Palace," I got a different picture. And that's because I've lived in hotels all my life. I don't even remember the first one, the Old Ship. Mum says it was small and ivy-covered, with only six bedrooms. Then Dad was manager of the North Bay. And later he was moved to the Queen's Arms, where we were living then.
- 4 "So what's the Palace's problem?"
- 5 He listened so long, and sighed so heavily, that Mum had looked up from trying to placate Julius with his favorite furry rabbit even before we heard Dad say,



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- 6 “And I suppose you’ve forgotten I already have thirty beds to run here, not to mention a small son who makes sure nobody can even *think*.”
- 7 That’s when he noticed us watching, and, turning his back, finished almost in a whisper.
- 8 “All right. I’ll drive over. Just to take a look.”
- 9 I don’t know what time he got back, but it was late. Our apartment was above the kitchens, and the huge extractor fans<sup>1</sup> had stopped humming. The only sounds left were the usual muffled telephones and scurrying footsteps.
- 10 At breakfast, he said to me:
- 11 “You ought to see it, Natalie. It’s enormous. It’s got over sixty bedrooms, and it sits on its lawns like a giant great wedding cake set out on a perfect green tablecloth.”
- 12 “When can we come?”
- 13 He glanced at Mum, worn out from another bad night with Julius.
- 14 “Soon. Before I finish there. I’ll take you over for the day.”

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<sup>1</sup>**extractor fans:** fans used to remove smoke and fumes



- 15 But when we finally saw it, it wasn't for the day. It was with suitcases and boxes and bags.
- 16 "I'm sorry about this," Dad kept saying. "I really did think this was going to be a short job."
- 17 Mum tried to resettle Julius in the hot crush of his car seat. He squawked and struggled. And, tense from the packing, she complained the whole way.
- 18 "A few lumps of plaster falling in the guests' hair, you told me. Three weeks at most, till all the ceilings were fixed. And now it's wet rot. And dry rot. And problems with the plumbing, and the fire doors. Why can't the old manager cope? He's the one who let it all happen."
- 19 Dad knew there was no point in answering. He just drove.
- 20 "One man not up to his job," Mum grumbled. "And suddenly three weeks is three months, and Natalie has to come out of school a week before vacation, and—"
- 21 We swung around the last bend, and she broke off. Before us stood the Palace, vast and imposing, silencing petty complaints.



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- 22 Dad switched off the engine and Mum scrambled out. Julius immediately stopped struggling and fell quiet. Mum unstrapped him and lifted him into her arms. And as she carried him up the wide stone steps to the Palace, suddenly behind her the whole sky was ablaze. And on the lawns on either side of her, the peacocks spread their glimmering fans.
- 23 “See?” Dad whispered to me, triumphant. “A good omen!”
- 24 But I felt differently. I felt so strange. I think I must have been dizzy from the ride. I stumbled out of the car, and suddenly the sky seemed too high above me, the grass too green. And then one of the peacocks let out the most unholy cry, and I was filled with such unease.
- 25 Everyone thinks they can see things when they look back. It’s nonsense, really, I’m sure.

From THE TULIP TOUCH by Anne Fine. Copyright © 1997 by Anne Fine. By permission of Little, Brown and Company, Inc.



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Use the passage to answer questions 1 – 7.

1. How does the reader learn that Dad is good at solving problems with hotels?

- A. The narrator directly states this fact about Dad to the reader.
- B. The narrator reports Dad's inner thoughts about problem solving.
- C. The narrator observes another character describing Dad as an excellent hotel manager.
- D. The narrator describes a phone conversation in which Dad is urged to take on a problem.

2. "He listened so long, and sighed so heavily, that Mum had looked up from trying to **placate** Julius with his favorite furry rabbit even before we heard Dad say,

" 'And I suppose you've forgotten I already have thirty beds to run here, not to mention a small son who makes sure nobody can even *think*.' "

Which word is a synonym for **placate** in the first sentence above?

- A. teach
- B. soothe
- C. protect
- D. understand



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3. How does Mum's attitude begin to change in the passage?
- A. from selfish to kind
  - B. from hopeful to bored
  - C. from concerned to helpful
  - D. from frustrated to interested

4. "We swung around the last bend, and she broke off. Before us stood the Palace, vast and imposing, silencing petty complaints.

"Dad switched off the engine and Mum **scrambled out.**"

In the last sentence above, how does the phrase **scrambled out** suggest that Mum is feeling?

- A. eager
- B. worried
- C. cautious
- D. confused



5. How does the Palace create a problem for the family?
- A. It costs them a great deal of money in repairs and remodeling.
  - B. It disrupts their lives by forcing them to pack up and move there.
  - C. It causes them to drop what they are doing and help Dad with tasks every day.
  - D. It makes them concerned about Dad because he is so tired and worried all the time.



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6. Use a specific detail from the passage to describe Julius' behavior. Then explain how one of the characters reacts to him.

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



7. By the end of the passage, how do Mum and Dad both seem to feel about the Palace?
- A. It is a beautiful but frightening new hotel.
  - B. It is an annoying assignment they must endure.
  - C. It is a difficult problem someone else should solve.
  - D. It is an amazing but challenging place to call home.

Items 8–22 have not been slated for public release in 2008.

On the May 2008 Grade 7 Reading Achievement Test, items 23–28 are field-test items, which are not released.



## A Healing Place for Wild Animals

Sandra Kirkland

- 1 At some time in a child's life, an injured or orphaned bird or animal finds its way across her path. While the urge to nurse the poor creature back to health or give it a home is strong, it's not a good idea.
- 2 None of us is equipped to help these animals. That's why there is a Nature's Nursery where they can be brought for healing and rehabilitation.
- 3 Nature's Nursery (NN) provides protection, shelter and care for wild animals. Their mission is to improve the well-being of Northwest Ohio's wildlife population through rehabilitation and education. This non-profit, tax-exempt<sup>1</sup> group in Whitehouse, Ohio has been fulfilling its mission since 1989.
- 4 The present facility has become too small, so the organization is thrilled to partner with Toledo Metroparks and to expand into the Toledo Metropark's Blue Creek Conservation Area "as soon as the grant<sup>2</sup> comes in."

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<sup>1</sup>**tax-exempt:** pays no taxes

<sup>2</sup>**grant:** money given for a specific purpose



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- 5 Now in its fifteenth year, NN is run by founder and director Debbie Cooper, staffer Pam Parquette and many volunteers. Ms. Cooper was once the education specialist at the Toledo Zoo, where she received hundreds of calls from people asking what to do with a wild animal they had found. There was no place she could refer these people to, so she decided to provide one.
- 6 Ms. Parquette, a paramedic, once picked up an injured squirrel and transported it to NN in the ambulance. She works with the animals daily and goes out to teach children and adults about the wonderful wildlife that shares their neck of the woods with us.
- 7 Veterinarian and wildlife enthusiast Mike Shields volunteers his services to Nature's Nursery two to three times a week to check on the animals' conditions and performs surgeries when required.
- 8 Where do other volunteers come from? Ms. Parquette answers, "Most of the volunteers come from area colleges and universities, but we also get many retirees. In many instances, someone brings out an injured animal and decides to volunteer."



- 9 “We ask that volunteers do a four hour shift. There’s plenty to do from sunup to sundown, such as cleaning pens and cages, giving meds and answering the hotline. The phone rings 24 hours every day. We’ll get 60 to 70 calls a day.”

### **Wildlife and Nature Conservation**

- 10 On a beautiful day in April, Ms. Parquette was on the bank of Mallard Lake in Oak Openings teaching Archbold Middle School’s seventh graders about owls, possum and other critters. She also told them how important it is that we preserve wildlife habitats.
- 11 Reading teacher Kevin Miller says, “The kids think this is absolutely cool — to see wild animals so up close.”
- 12 Student Jordan Fruchey shares his views on the program. “I liked Icarus the owl best, the way it looked and how it turns its head. I learned what to do if I find a baby wild animal.”
- 13 Classmate Sarah Stuckey also rated Icarus as her favorite animal in the program and said that she’d maybe volunteer at Nature’s Nursery in the future.



**Critter Tales**

- 14 At Nature's Nursery, there can be many sad endings when rescued animals don't survive. But there are more happy endings when the animals heal, are rehabilitated and placed back in nature. Pam and Debbie's best are eagle releases.
- 15 "We once found a young, premature, emaciated bald eagle with a fractured hand (the tip of its wing). It weighed only six pounds when it should have weighed ten. Dr. Shields operated on him, and we nursed the eagle for about eight weeks. He recovered, and when he was ready, we took him out to the Magee Marsh and Crane Creek Preserve and released him. As we threw him up in the air, we weren't sure he'd really be able to fly, but he swooped, circled and flew away."

"A Healing Place for Wild Animals" by Sandra Kirkland, *Toledo*, June 2004. Used with permission of The Blade.



Use the passage to answer questions 29 – 37.

29. “None of us is equipped to help these animals.”  
(Paragraph 2)

What point is the author making in the sentence above?

- A. Nature’s Nursery cannot help every one of the animals that people take there.
- B. People should buy special equipment if they want to treat injured animals.
- C. Injured animals need to be treated in the proper facilities.
- D. There is little that anyone can do to help injured animals.



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### 30. *Wild Animals of Ohio*

#### **Table of Contents**

Chapter 1: Behavior  
and Environment

Chapter 2: Problems Faced  
by Wildlife

Chapter 3: Legislation to  
Protect Wildlife

Chapter 4: Rehabilitation  
of Wildlife

In which chapter of *Wild Animals of Ohio* would you locate information on what to do if you find an injured wild animal?

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



31. Identify the mission of Nature's Nursery and provide three examples from the passage that demonstrate how the organization is meeting its mission.

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



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32. Why did Debbie Cooper start Nature's Nursery?
- A. She spoke with many people who wanted to volunteer in a shelter.
  - B. There was no local place for people to take injured wild animals.
  - C. She was an educator at a zoo and wanted to apply her skills in a new field.
  - D. There was no place for local students to observe animals under controlled conditions.

33. "We ask that volunteers do a four hour **shift**. There's plenty to do from sunup to sundown, such as cleaning pens and cages, giving meds and answering the hotline."
- (Paragraph 9)

**shift** (shĭft) *n.* **1)** a change in direction. **2)** a period of scheduled time. **3)** a change from one individual or position to another. **4)** an underhanded scheme.

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

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

34. Which Web site would contain reliable information on environmental problems that face the bald eagle?
- A. a personal Web site on which a bird lover records observations of bald eagles
  - B. a commercial Web site devoted to the bald eagle as a symbol of the United States
  - C. a university Web site for a science department that conducts research on bald eagles
  - D. a school Web site on which elementary students can post essays about bald eagles



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35. Identify the opinion in the first paragraph that is supported in the passage. Then, provide the detail that supports that opinion.

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



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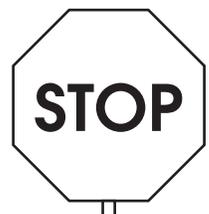
36. Why does the author end the passage with the story of the bald eagle?

- A. to inform readers what to do in a similar situation
- B. to challenge readers to learn more about this subject
- C. to impress readers with the serious problems faced by wildlife
- D. to show readers how rewarding the work of Nature's Nursery can be

37. What is an appropriate reason for reading this passage?

- A. to research educational facilities that improve wildlife campsites
- B. to learn about a community resource that offers care to wildlife
- C. to enjoy a story about an eagle's recovery from an injury
- D. to learn specific techniques for treating injured wildlife

Items 38–42 have not been slated for public release in 2008.



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