

Student Name: _____

Ohio Achievement Tests



Reading Student Test Booklet

Large Print
May 2009

This test was originally administered to students in May 2009.

Not all items from the May 2009 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.

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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 all 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.

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



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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



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an American flag at Iwo Jima.¹ 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



An aerial photograph of the Iwo Jima maze in Colorado

John Kerry and George Bush.² In Hilliard, near Jacksonville, Florida, Eddie and Betty Jean Conner have an eight-acre replica of the Super Bowl XXXIX³ 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, claws and eyes. A small lighthouse was also carved into the field, along with the word “MAINE.”

¹**Iwo Jima:** a Japanese island

²**John Kerry and George Bush:** candidates during the 2004 presidential election

³**XXXIX:** Roman numeral for 39

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.



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- 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 system⁴ 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.
- 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.”

⁴**global positioning system:** a satellite navigation system used for determining exact locations



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.

8. How is this passage organized?
- A. An argument is proposed and two sides of the issue are debated.
 - B. A problem is presented and various solutions to the problem are discussed.
 - C. An idea is introduced and several examples are presented to illustrate the idea.
 - D. A comparison is drawn between different theories to determine which is more effective.



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9. Why did the author write this passage?
- A. to persuade the reader to visit a corn maze
 - B. to share a story about her family's enjoyable visit to a farm
 - C. to inform the reader about the drawbacks of developing a corn maze
 - D. to provide information about a creative idea used in farms across the country
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



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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



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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)



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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.



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.



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.



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- 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.

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



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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.



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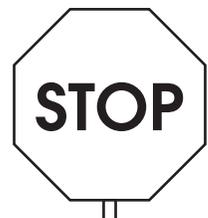
41. What is the most likely reason why printed books changed education in Europe?
- A. Before printed books, students had to instruct themselves.
 - B. Before printed books, teachers had to come to students' homes.
 - C. With printed books, knowledge could be shared with larger numbers of students.
 - 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



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