

**Oklahoma School Testing Program**  
**Oklahoma Core Curriculum Tests (OCCT)**  
**Grade 8 Mathematics, Reading, Science, and**  
**U.S. History**

**PARENT, STUDENT, AND TEACHER GUIDE**



2014–2015

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Oklahoma State Department of Education

**Testing Dates  
2015 School Year**

**Paper/Pencil Multiple-Choice Tests**  
April 10–May 8, 2015

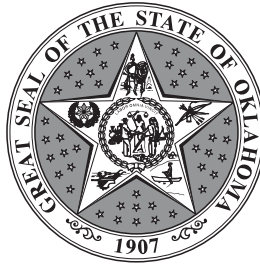
**Online Math and Reading Testing Window**  
April 10–May 15, 2015

**Acknowledgment**

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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Core Curriculum Tests. These tests are designed to measure knowledge in Mathematics, Reading, Science, and Social Studies.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate their child's areas of strength as well as areas needing improvement.

This guide provides a list of test-taking tips, objectives covered in the test, and practice tests. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for each child to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Core Curriculum Tests, please contact your local school or the State Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe H. Zmeskal".

State Superintendent of Public Instruction

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## **The Oklahoma Core Curriculum Tests**

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma Academic Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards and objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma Academic Standards and objectives at Grade 8. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced testing program, compares a student's performance with performance standards established by the State Board of Education. These standards, referred to as the Oklahoma Performance Index, or OPI, identify specific levels of performance required on each test. These standards are based upon reviews from groups of Oklahoma educators and citizens who evaluated the tests and made recommendations.

In the content areas of Mathematics, Reading, and Science, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

This year, students in Grade 8 will take online multiple-choice tests in Mathematics and Reading and paper/pencil multiple-choice tests in Science and U.S. History.

This guide provides an opportunity for parents, students, and teachers to become familiar with how these skills in these subject areas will be assessed. It presents general test-taking tips, lists the Oklahoma Academic Standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions.

## Test-Taking Tips

The following tips provide strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace proper preparation based on the Oklahoma Academic Standards and objectives, which serve as the foundation for the tests. **To access the practice test, go to <https://oklahoma.measuredprogress.org/student/> (Student Log-in via browser). The Student Login is: practice. The Password is: testing.**

### General Test-Taking Tips:

- Read this guide carefully and complete the practice tests.
- Make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.

### Tips for the Multiple-Choice Tests:

- Read each question and every answer choice carefully. Choose the best answer for each question.
- Check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- Read the selections on the Reading test carefully.
- Underline, mark, make notes, or work problems in your paper/pencil test book for Science if needed. Mark all your answers on the answer sheet. Make sure the question number in the test book matches the test number on the answer sheet.
- Be sure that you have seen all four answer choices before making your selection. On an online test, this may require you to use the scroll bar on the right side of the test question.
- Remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- Don't spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.
- Don't attempt to leave the online testing system by closing the window by clicking on the X. Doing so will result in termination of the test.



## **The Multiple-Choice Tests**

Each year, students in Grade 8 take multiple-choice tests in Mathematics, Reading, Science, and U.S. History.

Each multiple-choice subject test is meant to be administered in a separate session. Students should have enough time to complete all sessions. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given test session.

The following sections

- list the Oklahoma Academic Standards that are eligible for multiple-choice testing in each subject area.
- reproduce the student directions.
- present practice test questions for each subject.
- provide information about preparing for testing to the Oklahoma Academic Standards.

## **Oklahoma Academic Standards**

The Oklahoma Academic Standards that are eligible for testing in the Grade 8 multiple-choice tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. Student performance on the multiple-choice tests is reported at the standard and objective levels in all subject areas. In Mathematics, student performance is reported by the content standards. In Science, student performance is reported by the process standards.

Please note that not all Oklahoma Academic Standards and objectives are appropriate for the statewide assessment. This guide includes only the Oklahoma Academic Standards and objectives that are assessed by the OCCT and are based on the 2011 revision for Science, the 2009 revision for Mathematics, and the 2010 revision for Reading.

### ***Mathematics (Process)—Grade 8***

#### **Process Standard 1: Problem Solving**

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
4. Evaluate results to determine their reasonableness.

5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

### **Process Standard 2: Communication**

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

### **Process Standard 3: Reasoning**

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

### **Process Standard 4: Connections**

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relate equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

### **Process Standard 5: Representation**

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

## **Mathematics (Content)—Grade 8**

**Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will graph and solve linear equations and inequalities in problem solving situations.**

1. Equations
  - a. Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.
  - b. Graph and interpret the solution to one- and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.
  - c. Predict the effect on the graph of a linear equation when the slope or y-intercept changes (e.g., make predictions from graphs, identify the slope or y-intercept in the equation  $y = mx + b$  and relate to a graph).
  - d. Apply appropriate formulas to solve problems (e.g.,  $d = rt$ ,  $I = prt$ ).
2. Inequalities: Model, write, solve, and graph one- and two-step linear inequalities with one variable.

**Standard 2: Number Sense and Operation—The student will use numbers and number relationships to solve a variety of problems.**

1. Number Sense: Represent and interpret large numbers and numbers less than one in exponential and scientific notation.
2. Number Operations
  - a. Use the rules of exponents, including integer exponents, to solve problems (e.g.,  $7^2 \cdot 7^3 = 7^5$ ,  $3^{-10} \cdot 3^8 = 3^{-2}$ ).
  - b. Solve problems using scientific notation.
  - c. Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.

**Standard 3: Geometry—The student will use geometric properties to solve problems in a variety of contexts.**

1. Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.
2. Develop the Pythagorean Theorem and apply the formula to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.

**Standard 4: Measurement—The student will use measurement to solve problems in a variety of contexts.**

1. Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders (in terms of  $\pi$ ).
2. Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.
3. Find the area of a “region of a region” for simple composite figures and the area of cross sections of regular geometric solids (e.g., area of a rectangular picture frame).

**Standard 5: Data Analysis—The student will use data analysis and statistics to interpret data in a variety of contexts.**

1. Data Analysis: Select, analyze and apply data displays in appropriate formats to draw conclusions and solve problems.
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

**Oklahoma School Testing Program  
Oklahoma Core Curriculum Tests  
Grade 8 Mathematics  
Test Blueprint  
School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Student Skills (PASS/OAS).

<b>Standards and Objectives</b>	<b>Ideal Number of Items</b>	<b>Ideal Percentage of Items</b>
<b>1.0 Algebraic Reasoning: Patterns and Relationships</b>	<b>16</b>	<b>32%</b>
1.1 Equations	10–12	
1.2 Inequalities	4–6	
<b>2.0 Number Sense and Operation</b>	<b>11</b>	<b>22%</b>
2.1 Number Sense	3–4	
2.2 Number Operations	7–8	
<b>3.0 Geometry</b>	<b>9</b>	<b>18%</b>
3.1 Three Dimensional Figures	5	
3.2 Pythagorean Theorem	4	
<b>4.0 Measurement</b>	<b>7</b>	<b>14%</b>
4.1 Surface Area and Volume	3	
4.2 Ratio and Proportions	2	
4.3 Composite Figures	2	
<b>5.0 Data Analysis</b>	<b>7</b>	<b>14%</b>
5.1 Data Analysis	3	
5.3 Central Tendency	4	
<b>Total Test</b>	<b>50</b>	<b>100%</b>

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

## ***Reading—Grade 8***

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

### **Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.**

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Word Origins—Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion. Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as *lasso*, *tortilla*, and *patio* and investigate why these particular words were adopted from the Spanish.
3. Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace* or as *plain as day*.
  - b. Analogies: comparisons of the similar aspects of two different things.
  - c. Metaphors: implies comparisons, such as, *The cup of hot tea was the best medicine for my cold*.
  - d. Similes: comparisons that use *like* or *as*, such as, *The ice was smooth as glass before the skaters entered the rink*.

### **Standard 3: Comprehension—The student will interact with the words and concepts in the text to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

1. Literal Understanding
  - a. Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.
    - Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand.
    - Preview the text and use prior knowledge and experience to make connections to text.
  - b. Show understanding by asking questions and supporting answers with literal information from text.

2. Inferences and Interpreting
  - a. Make inferences and draw conclusions supported by text evidence and student experiences.
  - b. Connect, compare, and contrast ideas, themes, and issues across texts.
3. Summary and Generalization
  - a. Determine the main (or major) idea and how those ideas are supported with specific details.
  - b. Paraphrase and summarize text to recall, inform, or organize ideas.
4. Analysis and Evaluation
  - a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
  - b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).
  - c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.
  - d. Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.
  - e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.
  - f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.

**Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate in self-directed work teams to create observable products.

1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.
  - b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.
  - b. Identify and explain various points of view and how they affect a story's interpretation.



3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
  - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
  - c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.

**Standard 5: Research and Information—The student will conduct research and organize information.**

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.
  - a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.
  - b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.
  - c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.
  - d. Note instances of persuasion, propaganda, and faulty reasoning in text.
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
  - a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).
  - b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.
  - c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).
  - d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.
  - e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.



**Oklahoma School Testing Program  
Oklahoma Core Curriculum Tests  
Grade 8 Reading  
Test Blueprint  
School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

<b>Standards and Objectives</b>	<b>Ideal Number of Items</b>	<b>Ideal Percentage of Items</b>
<b>1.0 Vocabulary</b>	<b>6</b>	<b>12%</b>
1.1 Words in Context	2	
1.2 Word Origins	2	
1.3 Idioms and Comparisons	2	
<b>3.0 Comprehension/Critical Literacy</b>	<b>21</b>	<b>42%</b>
3.1 Literal Understanding	4–5	
3.2 Inferences and Interpretation	4–6	
3.3 Summary and Generalization	5–7	
3.4 Analysis and Evaluation	6–8	
<b>4.0 Literature</b>	<b>15</b>	<b>30%</b>
4.1 Literary Genre	4–5	
4.2 Literary Elements	5–7	
4.3 Figurative Language/Sound Devices	4–6	
<b>5.0 Research and Information</b>	<b>8</b>	<b>16%</b>
5.1 Accessing Information	4	
5.2 Interpreting Information	4	
<b>Total Test</b>	<b>50</b>	<b>100%</b>

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

## ***Science Process and Inquiry—Grade 8***

**Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers, handheld data collection devices) to measure objects, organisms, and/or events.
3. Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds) and SI prefixes (i.e. milli-, centi-, and kilo-) when measuring objects, organisms and/or events.



**Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

1. Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).
2. Identify properties by which a set of objects, organisms, or events could be ordered.

**Process Standard 3: Experimental design—Understanding experimental design requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.**

1. Evaluate the design of a scientific investigation.
2. Identify variables and/or controls in an experimental setup: independent variable and dependent variable.
3. Recognize potential hazards and practice safety procedures in all science activities.

**Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

1. Interpret data tables, line, bar, trend, and/or circle graphs. 
2. Evaluate data to develop reasonable explanations and/or predictions. 

### ***Physical Science—Grade 8***

**Standard 1: Properties and Chemical Changes in Matter—Physical characteristics of objects can be described using shape, size, and mass. The materials from which objects are made can be described using color, texture, and hardness. These properties can be used to distinguish and separate one substance from another. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Substances react chemically with other substances to form new substances with different characteristics (e.g., oxidation, combustion, acid/base reactions).
2. Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, density, and hardness) and chemical properties. In chemical reactions and physical changes, matter is conserved (e.g., compare and contrast physical and chemical changes).

**Standard 2: Motions and Forces—The motion of an object can be described by its position, direction of motion, and speed as prescribed by Newton’s Laws of Motion. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. The motion of an object can be measured. The position of an object, its speed, and direction can be represented on a graph.
2. An object that is not being subjected to a net force will continue to move at a constant velocity (i.e., inertia, balanced and unbalanced forces).

### ***Life Science—Grade 8***

**Standard 3: Diversity and Adaptations of Organisms—Millions of species of animals, plants, and microorganisms are alive today. Although different species might look dissimilar, the unity among organisms becomes apparent from an analysis of internal and external structures. Adaptation involves the selection of naturally occurring variations in populations. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. By classifying organisms, biologists consider details of internal and external structure to infer the degree of relatedness among organisms (i.e., kingdom, phylum, class, order, family, genus, species).
2. Organisms have a great variety of internal and external structures that enable them to survive in a specific habitat (e.g., echolocation, seed dispersal).

### ***Earth/Space Science—Grade 8***

**Standard 4: Structures and Forces of the Earth and Solar System—The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Landforms result from constructive forces such as crustal deformation, volcanic eruption, and deposition of sediment and destructive forces such as weathering and erosion.
2. The formation, weathering, sedimentation, and reformation of rock constitute a continuing “rock cycle” in which the total amount of material stays the same as its form changes.
3. Atmospheric and ocean circulation patterns affect weather on a global scale (e.g., El Niño, La Niña, Gulf Stream).

**Standard 5: Earth’s History—The Earth’s history involves periodic changes in the structures of the earth over time. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Earth’s history has been punctuated by occasional catastrophic events (e.g., the impact of asteroids or comets, enormous volcanic eruptions, periods of continental glaciation, and the rise and fall of sea level).
2. Fossils provide important evidence of how life and environmental conditions have changed (e.g., Law of Superposition, index fossil, geologic time period, extinction).

Oklahoma School Testing Program  
Oklahoma Core Curriculum Tests  
Grade 8 Science  
Test Blueprint  
School Year 2014–2015

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS-2011/OAS).

Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
<b>P1.0 Observe and Measure</b>	<b>8–11</b>	<b>18–24%</b>
1.1 Qualitative/Quantitative Observations/ Changes	4–6	
1.2 Appropriate Tools & 1.3 SI (metric) Units	4–5	
<b>P2.0 Classify</b>	<b>7–9</b>	<b>16–20%</b>
2.1 Classification System	4–6	
2.2 Properties Variables	3–5	
<b>P3.0 Experiment</b>	<b>15–17</b>	<b>33–38%</b>
3.2 Experimental Design	6–7	
3.3 Identify Variables	6–7	
3.6 Hazards/Practice Safety	3–4	
<b>P4.0 Interpret and Communicate</b>	<b>12–14</b>	<b>27–31%</b>
4.2 Data Tables/Line/Bar/Trend and Circle Graphs	6–7	
4.3 Explanations/Prediction	6–7	
<b>Total Test</b>	<b>45</b>	<b>100%</b>

*(Please note this blueprint does not include items that may be field-tested.)*

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

**Oklahoma School Testing Program  
Oklahoma Core Curriculum Tests  
Grade 8 Science (Continued)  
Test Blueprint  
School Year 2014–2015**

<b>Content Standards and Objectives</b>	<b>Ideal Number of Items</b>	<b>Ideal Percentage of Items</b>
<b>C1.0 Properties and Chemical Changes in Matter</b>	<b>8</b>	<b>19%</b>
1.1 Chemical Reactions	4	
1.2 Conservation of Matter	4	
<b>C2.0 Motion and Forces</b>	<b>8</b>	<b>19%</b>
2.1 Motion of an Object	4	
2.2 Object Subjected to a Force	4	
<b>C3.0 Diversity and Adaptations of Organisms</b>	<b>7</b>	<b>17%</b>
3.1 Classification	3	
3.2 Internal and External Structures	4	
<b>C4.0 Structures/Forces of the Earth/Solar System</b>	<b>11</b>	<b>27%</b>
4.1 Landforms Result from Constructive and Destructive Forces	4	
4.2 Rock Cycle	3–4	
4.3 Global Weather Patterns	3–4	
<b>C5.0 Earth's History</b>	<b>7–8</b>	<b>18%</b>
5.1 Catastrophic Events	3–4	
5.2 Fossil Evidence	3–4	
<b>Total Test</b>	<b>41–42<sup>1</sup></b>	<b>100%</b>

*(Please note this blueprint does not include items that may be field-tested.)*

<sup>1</sup> Each test item aligns to both a Process Standard/Objective and a Content Standard/Objective, except for Safety Items which only align to P3.6.

***United States History: Creating the Foundation, Formation,  
and Transformation of the American Nation,  
1754–1877—Grade 8***

**Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.**

1. Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the *Albany Plan of Union* as an early attempt to unify the colonies.
2. Cite specific textual and visual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including
  - a. The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, *Patrick Henry's Stamp Act Resolves*, the Committees of Correspondence, and the Boston Massacre,
  - b. *The Coercive Acts of 1774* (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response,
  - c. The Battles of Lexington and Concord as a rallying point of armed colonial resistance, and
  - d. Patrick Henry's *Give Me Liberty or Give Me Death* speech and Thomas Paine's pamphlet *Common Sense* advocating the defense of colonial rights and independence.
3. Cite specific textual and visual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the
  - a. Points of view of the Patriots and the Loyalists about independence,
  - b. Writings of Mercy Otis Warren and Phyllis Wheatley,
  - c. Use of Paul Revere's engraving of the Boston Massacre,
  - d. Rejection of the *Olive Branch Petition* by King George III, and
  - e. Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.
4. Determine the central ideas and grievances expressed in the *Declaration of Independence* and their intellectual origin including
  - a. John Locke's theory of natural rights,
  - b. The concept of the social contract,
  - c. The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and
  - d. Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the *Declaration of Independence*.



5. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

**Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.**

1. Analyze the formation of the first American national system of government under the *Articles of Confederation* including the success of conducting and winning the Revolutionary War.
2. Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence including
  - a. Whether to fight for independence, remain loyal to the king, or to be neutral,
  - b. The choice that free and enslaved African Americans had of escaping to freedom, or joining the British or Colonial forces, or remaining enslaved,
  - c. The decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories, and
3. Cite specific textual and visual evidence to summarize the impact of key military and diplomatic events including the
  - a. Military leadership of General George Washington,
  - b. Victories at Boston, Trenton, and Saratoga,
  - c. French Alliance,
  - d. Publication of Thomas Paine's *The Crisis*,
  - e. Valley Forge Encampment, and
  - f. Defeat of Lord Cornwallis's army at the Siege of Yorktown.

**Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.**

1. Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the
  - a. Strengths and weaknesses of the *Articles of Confederation*,
  - b. Lack of a common national currency,
  - c. Lack of a common defense,



- d. Management of the war debts,
  - e. Disputes over the Western territories as resolved by the *Northwest Ordinance*, and
  - f. Civil unrest as typified in Shays' Rebellion.
2. Analyze the significance of the Constitutional Convention, its major debates and compromises including the *Virginia Plan*, the *New Jersey Plan*, the Great Compromise, the Three-fifths Compromise, and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.
  3. Cite specific textual and visual evidence to examine the arguments for and against the ratification of the *United States Constitution* as expressed in the *Federalist Papers* Number 10 and Number 51, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.
  4. Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.
  5. Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedom of religion, speech, press, assembly, petition, and the right to due process and trial by jury.

**Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.**

1. Analyze the impact and consequences of major events and issues facing early presidential administrations including
  - a. The suppression of the Whiskey Rebellion and establishment of the government's right to tax,
  - b. President George Washington's advice for the new nation in his *Farewell Address*,
  - c. The restriction of individual rights in the *Alien and Sedition Acts* and the responses of the Republican-Democrats in the *Virginia* and *Kentucky Resolutions*,
  - d. The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another,
  - e. The acquisition of territory through the *Louisiana Purchase* and the contributions of the explorations of the Lewis and Clark Corps of Discovery Expedition,
  - f. How the Marshall Court's precedent-setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the *United States Constitution* and established the Supreme Court as an independent and equal branch of the federal government.
  - g. The War of 1812 which confirmed American independence and fueled a spirit of nationalism,
  - h. The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the Missouri Compromise, and
  - i. The *Monroe Doctrine* as an attempt to protect American interests and territory in the western hemisphere.

2. Summarize the significance and impact of the Jacksonian Era including the
  - a. Election of Andrew Jackson as a victory for the common man,
  - b. Nullification Crisis and the development of the States' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and
  - c. Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.
3. Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.
4. Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.
5. Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the *Declaration of Sentiments*, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.
6. Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the
  - a. Territorial growth resulting from the annexation of Texas, the *Mexican Cession*, and the *Gadsden Purchase*,
  - b. Causes of the rapid settlement of Oregon and California,
  - c. Impact upon Native American culture and tribal lands, and
  - d. Growing sectional tensions regarding the expansion of slavery.

**Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.**

1. Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including the
  - a. *Compromise of 1850* as a last attempt to reach a compromise regarding slavery,
  - b. Publication of *Uncle Tom's Cabin* as fuel for anti-slavery sentiments,
  - c. *Kansas-Nebraska Act* as it established the principle of popular sovereignty in new territories, repealed the *Missouri Compromise*, and led to factional feuds in Bleeding Kansas, and
  - d. *Dred Scott v. Sanford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.

2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the
  - a. Secession of South Carolina as expressed in the *Ordinance of Secession*,
  - b. Goal of President Abraham Lincoln to preserve the Union,
  - c. Formation of the Confederate States of America,
  - d. Opening attack on Fort Sumter, and
  - e. Rising tensions over the strategic Border States.
3. Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.
4. Identify and summarize the consequences of the major turning points of the war including the
  - a. Anaconda Plan and Total War Strategy,
  - b. Battle of Antietam as a catalyst for the issuance of the *Emancipation Proclamation* and its role in expanding the goals of the war to include the ending of slavery,
  - c. Battle of Gettysburg as inspiration for the *Gettysburg Address* and how Lincoln's speech clarified the Union's motivations for winning the war,
  - d. Capture of Vicksburg in securing the Union's control of the Mississippi River,
  - e. Excerpts from the *Second Inaugural Address* of President Lincoln, calling for national reconciliation,
  - f. Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox courthouse, and
  - g. Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction.

**Oklahoma Core Curriculum Tests  
Grade 8 U.S. History: Creating the United States  
Test Blueprints  
School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Oklahoma Academic Standards (OAS).

<b>Standards and Objectives</b>	<b>Ideal Number of Items</b>	<b>Ideal Percentage of Items</b>
<b>1.0 Causes and events of the American Revolution</b>	<b>8</b>	<b>16%</b>
1.1, 1.2 Consequences of the French & Indian War, British Imperial Policies	4	
1.3, 1.4, 1.5 Ideological War, <i>Declaration of Independence's</i> Grievances, Ideals, and Social Contract Selection	4	
<b>2.0 The Revolutionary Era</b>	<b>6</b>	<b>12%</b>
2.1, 2.2, 2.3 <i>Articles of Confederation</i> , Motivations & Choices, Key Military & Diplomatic Events	6	
<b>3.0 Developing the American Government System</b>	<b>10</b>	<b>20%</b>
3.1, 3.2, 3.3 Causes for the Constitutional Convention, and Ratification	4–6	
3.4, 3.5 Constitutional Principles and the <i>Bill of Rights</i>	4–6	
<b>4.0 The Transformation of the United States to the Mid-1800s</b>	<b>16</b>	<b>32%</b>
4.1 Major Events and Issues of Early Presidential Administrations	4–6	
4.2, 4.6 Jacksonian Era and Westward Expansion	4–6	
4.3, 4.4, 4.5 Sectional Economic Systems, African American Experiences, and Reform Movements/Leaders	4–6	
<b>5.0 Causes, Events, and Leadership in the Civil War</b>	<b>10</b>	<b>20%</b>
5.1, 5.2 Causes of the Civil War: 1850s through the 1860 Presidential Election	4–6	
5.3, 5.4 Advantages/Disadvantages, Leadership, Major Turning Points of the War	4–6	
<b>Total Test</b>	<b>50</b>	<b>100%</b>

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

## Multiple-Choice Practice Tests

### Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. The Math Practice test has 25 questions. The Reading Practice test has 30 questions. The Science and U.S. History Practice Tests have 15 questions. These questions are similar to the questions on the test.
2. Mark your answers to the practice test questions on the answer sheet located on the inside back cover of this guide. Carefully tear off the answer sheet where it is perforated.
3. Go to the Mathematics practice test. Read the directions at the top of the page.
4. Look at Sample A in the box. Read it to yourself and think of the answer. Now look at the Mathematics section of the answer sheet on the last page of this manual. The correct answer to Sample A has been indicated.
5. Read Sample B of the Mathematics practice test. Mark your answer to Sample B. Next answer the 25 practice questions. For any of the tests, you may underline, mark, make notes, or work out problems in your test book. Mark only one answer for each question.

**Note for students:**

*The practice tests in the following section are short versions of the type of multiple-choice tests you will be taking. Follow the instructions as you take the practice tests on the pages that follow.*

6. After you finish the Mathematics practice test, go on to the Reading practice test, then the Science practice test, and then the U.S. History practice test. Read the directions to yourself and then answer the practice questions.
7. When you are finished, check your answers against the Answer Keys. The standards and objectives for each question are also shown.

**DIRECTIONS**

Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Mathematics practice test. Mark your answer in the Mathematics section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

**Sample A**

**Which two numbers are equivalent?**

**A** 0.04 and  $\frac{2}{5}$

**B** 0.04 and  $\frac{1}{4}$

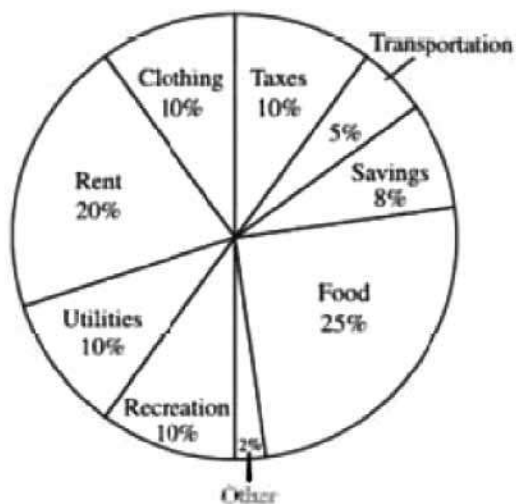
**C** 0.4 and  $\frac{2}{5}$

**D** 0.4 and  $\frac{1}{4}$



## Sample B

Rivera Family's Annual Budget



Which budget item costs the Riveras half as much as utilities?

- F** clothing
- G** transportation
- H** recreation
- J** rent



1

Paul sold ice-cream bars to earn \$64 for a new CD player. He paid \$0.27 for each bar and sold each bar for \$0.52 each. Which equation could be used to find  $x$ , the number of ice cream bars Paul sold to earn \$64?

- A  $0.52x - 0.27x = 64$
- B  $(0.27 - 0.52)x = 64$
- C  $0.52x + 0.27x = 64$
- D  $0.52x = 64$

2

Which ordered pair is a point on the graph of the equation below?

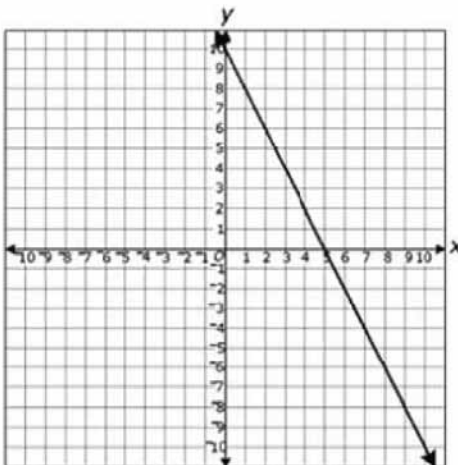
$$2x + 4y = 8$$

- F (2, 4)
- G (0, 2)
- H (4, 8)
- J (6, 1)





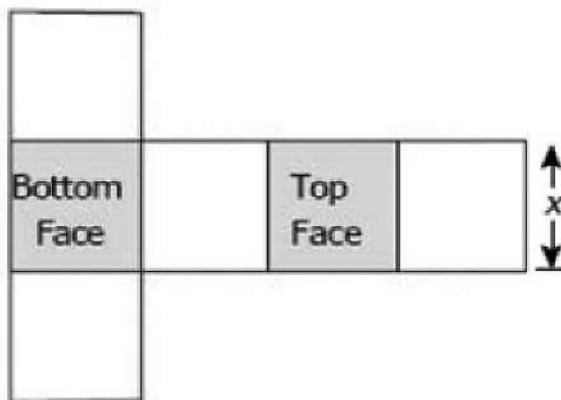
**3** Which equation is best represented by the graph shown below?



- A**  $y = -2x + 10$
- B**  $y = 2x - 10$
- C**  $y = -10x + 2$
- D**  $y = 10x - 2$



- 4 The figure below represents a net of a cube. Each face of the cube is  $x$ -units wide.



Which formula can be used to find  $n$ , the combined area of the top and bottom faces of the cube?

- F  $n = \frac{1}{6}x^2$   
G  $n = x^2$   
H  $n = 2x^2$   
J  $n = 4x^2$

- 5 Which inequality is best represented by the graph on the number line below?



- A  $x \leq 2$   
B  $x + 2 \geq 0$   
C  $3x - 1 \leq 5$   
D  $2x + 12 \geq 16$



- 6** The time needed for light to travel one meter is approximately  $3,336 \times 10^{-12}$  seconds. What is this length of time written in scientific notation?

**F**  $3.336 \times 10^{-15}$   
**G**  $3.336 \times 10^{-12}$   
**H**  $3.336 \times 10^{-9}$   
**J**  $3.336 \times 10^{-8}$

- 7** Which is the simplified form of the following expression?

$$10^3 \bullet 10^5$$

**A**  $10^{-2}$   
**B**  $10^2$   
**C**  $10^8$   
**D**  $10^{15}$

- 8** In some science fiction movies, "Warp 2" is defined as 10 times the speed of light. The speed of light is approximately 186,000 miles per second. Which of the following represents Warp 2 in scientific notation?

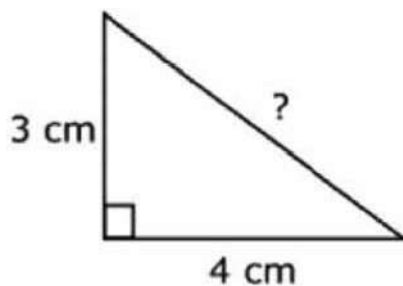
**F**  $1.86 \times 10^4$   
**G**  $1.86 \times 10^6$   
**H**  $18.6 \times 10^4$   
**J**  $18.6 \times 10^6$



**9** Which geometric solid has bases that are parallel and congruent?

- A** a cone
- B** a sphere
- C** a cylinder
- D** a triangular pyramid

**10** What is the length of the side that is not labeled in this right triangle?



- F** 5 cm
- G** 6 cm
- H** 7 cm
- J** 8 cm



11

Maria has two cylindrical glass containers with the following dimensions in inches.

- Container R:  $h = 8$  and  $r = 1$
- Container S:  $h = 4$  and  $r = 2$

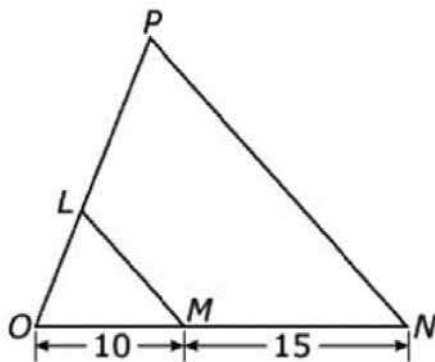
Which statement about the volumes of the two containers is true?

$$V_{\text{cylinder}} = \pi r^2 h$$

- A** The volumes of the two containers are equal.
- B** The volume of Container R is  $\frac{1}{2}$  the volume of Container S.
- C** The volume of Container R is 2 times the volume of Container S.
- D** The volume of Container S is 4 times the volume of Container R.



- 12 Triangle  $LOM$  is similar to triangle  $PON$ .



What is the ratio of the lengths of the sides of triangle  $LOM$  to the lengths of the corresponding sides of triangle  $PON$ ?

F  $\frac{2}{5}$

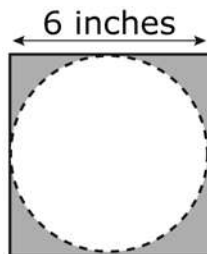
G  $\frac{3}{5}$

H  $\frac{2}{3}$

J  $\frac{3}{2}$



- 13** Juan cut the largest possible circle out of a 6-inch square as shown.



What is the area of the remaining shaded region of the square?

$$A_{\text{square}} = s^2$$

$$A_{\text{circle}} = \pi r^2$$

- 14** The mean, median, mode, and range of this entire data set are equal.

26, 17, 9, 17, ?

What number completes this data set?

- F 10
- G 16
- H 17
- J 25



**15** What is the solution to the equation below?

$$\frac{1}{5}t + 4 = 14$$

- A**  $t = 2$
- B**  $t = 9$
- C**  $t = 50$
- D**  $t = 90$

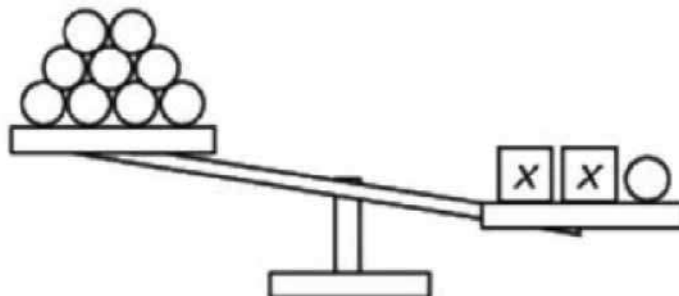
**16** Which of the following has a value of 1?

- F**  $(-1)^3$
- G**  $0^1$
- H**  $-(1^2)$
- J**  $1^0$





**17** Which inequality is represented by the balance below?



- A**  $x < 3$
- B**  $x > 3$
- C**  $x < 4$
- D**  $x > 4$

**18** Which expression is equivalent to  $\frac{x^{-4}x^2}{x^8}$ ?

- F**  $\frac{1}{x^6}$
- G**  $\frac{1}{x^{10}}$
- H**  $x^6$
- J**  $x^{10}$



**19** The size of a skin cell is about  $3 \times 10^{-4}$  meters. The size of an antibody is about  $1 \times 10^{-8}$  meters. What is the relationship between the size of a skin cell and the size of an antibody?

- A** The antibody is about 33 times the size of the skin cell.
- B** The antibody is about 3,333 times the size of the skin cell.
- C** The skin cell is about 300 times the size of the antibody.
- D** The skin cell is about 30,000 times the size of the antibody.

**20** What is the solution to the equation  $8 - 5(x - 4) = 2x - 6$ ?

**F**  $\frac{10}{7}$

**G** 2

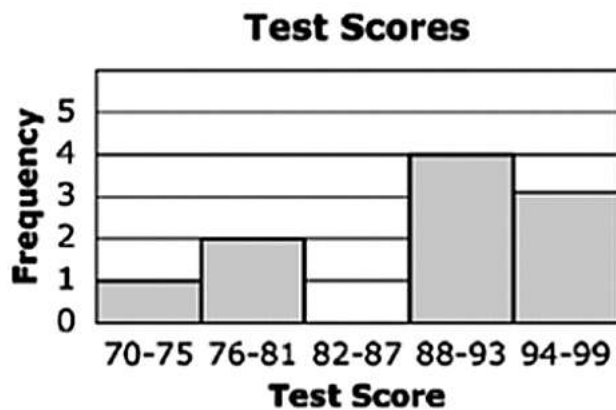
**H**  $\frac{34}{7}$

**J** 6



21

Sylvia placed her test scores in this histogram.



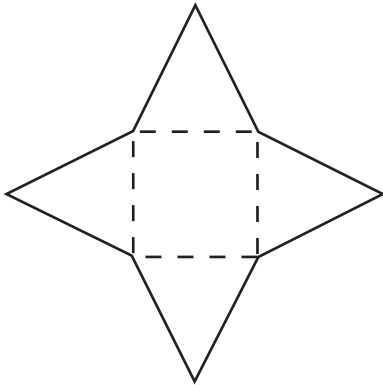
Which estimate could represent Sylvia's median test score?

- A 81
- B 85
- C 88
- D 94

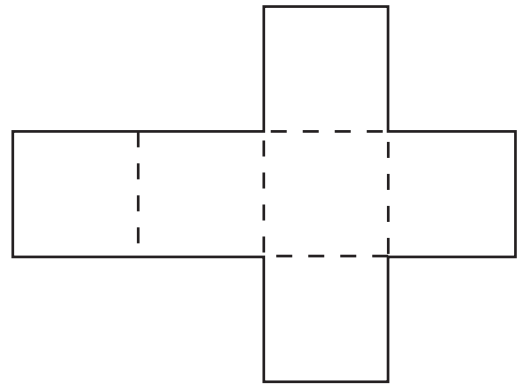
22

Which two-dimensional pattern can be folded to make a triangular prism?

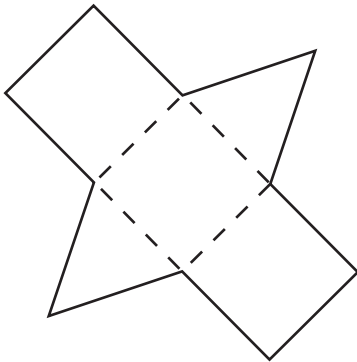
F



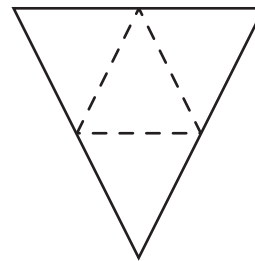
G



H



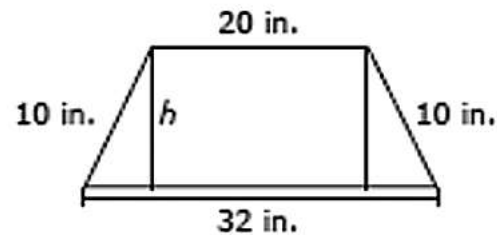
J





23

The figure shows some of the dimensions of an isosceles trapezoid.



What is  $h$ , the height of the trapezoid?

$$a^2 + b^2 = c^2$$

- A 6 in.
- B 8 in.
- C 12 in.
- D 13 in.



- 24 The graph shows the amount of money an employee earns over an 8-hour period.



**What does the slope of the graph represent?**

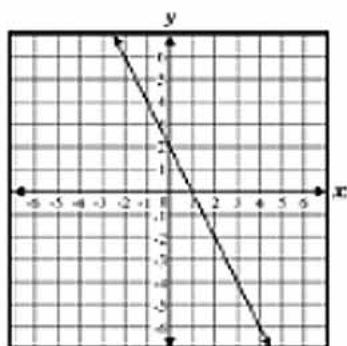
- F** The employee earns \$8 per hour.
- G** The employee earns \$10 per hour.
- H** The employee earns \$15 per hour.
- J** The employee earns \$20 per hour.



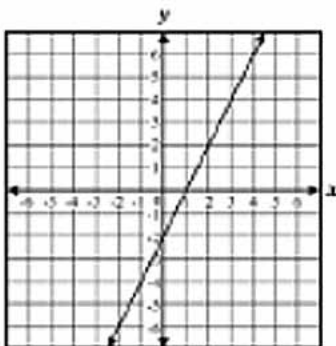
25

Which graph best represents the equation  $y = -2x - 2$ ?

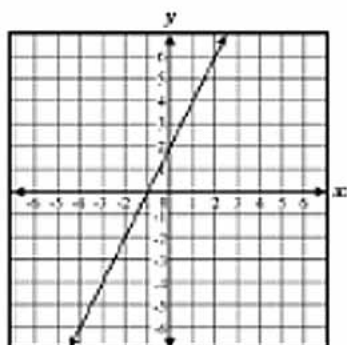
A



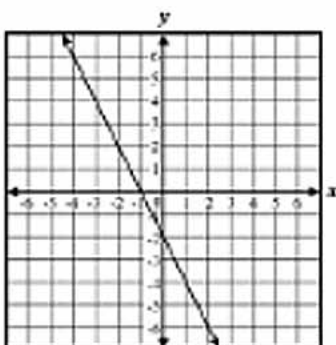
B



C



D



**DIRECTIONS**

Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number on the Reading practice test. Mark your answer in the Reading section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

### Camping Adventure

- 1 A loud crack made Daniel sit straight up in his sleeping bag. The silver-white flash of lightning lit up his father's face. His father was peering out through the tent flap at their remote campsite. In the next instant, torrents of rain as loud as a freight train beat down on the tent.
- 2 "We'll have to move to higher ground," Daniel's father yelled above the din. "The river will rise pretty quickly if it's been raining this hard upstream."
- 3 Quickly Daniel stepped into his shoes and pulled his poncho on over his clothes. He skillfully rolled up his sleeping bag and strapped it to his backpack, while his father did the same with his own. Within minutes, they were fighting against the wind and rain, pulling apart the tent and bundling up the soggy nylon. They knew exactly what to do.





### Sample A

**The author provides enough evidence to show that**

- A** Daniel had chosen the campsite himself.
- B** Daniel had forgotten to pack a flashlight.
- C** Daniel and his father were experienced campers.
- D** Daniel was sorry that he and his father had gone camping.

### Sample B

**flash** (flăsh) *n.* **1.** A sudden burst of light. **2.** A sudden outburst of emotion.  
**3.** A brief thought.  
**4.** A brief news report.

**Which definition fits the meaning of flash as it is used in the first paragraph?**

- F** 1
- G** 2
- H** 3
- J** 4



Read the selection below. Then answer the questions that follow.

## The Gymnast

by Gary Soto



- 1 For three days of my eleventh summer I listened to my mother yap about my cousin, Issac, who was taking gymnastics. She was proud of him, she said one evening at the stove as she pounded a round steak into *carne asada*<sup>1</sup> and crushed a heap of beans into *refritos*.<sup>2</sup> I was jealous because I had watched my share of "Wide World of Sports" and knew that people admired an athlete who could somersault without hurting himself. I pushed aside my solitary game of Chinese checkers and spent a few minutes rolling around the backyard until I was dizzy and itchy with grass.
- 2 That Saturday, I went to Issac's house where I ate plums and sat under an aluminum arbor watching my cousin, dressed in gymnastic shorts and top, do spindly cartwheels and backflips in his backyard while he instructed, "This is the correct way." He breathed in the grassy air, leaped, and came up smiling the straightest teeth in the world.
- 3 I followed him to the front lawn. When a car passed, he did a backflip and looked out the side of his eyes to see if any of the passengers were looking. Some pointed while others looked ahead dully at the road.



- 4 My cousin was a showoff, but I figured he was allowed the limelight before one appreciative dog who had come over to look. I envied him and his cloth gymnast shoes. I liked the way they looked, slim, black and cool. They seemed special, something I could never slip onto my feet.
- 5 I ate the plums and watched him until he was sweaty and out of breath. When he was finished, I begged him to let me wear his cloth shoes. Drops of sweat fell at his feet. He looked at me with disdain, ran a yellow towel across his face, and patted his neck dry. He tore the white tape from his wrists—I liked the tape as well and tried to paste it around my wrists. He washed off his hands. I asked him about the white powder, and he said it kept his hands dry. I asked him why he needed dry hands to do cartwheels and backflips. He said that all gymnasts kept their hands dry, then drank from a bottle of greenish water he said was filled with nutrients.
- 6 I asked him again if I could wear his shoes. He slipped them off and said, “OK, just for a while.” The shoes were loose, but I liked them. I went to the front yard with my wrists dripping tape and my hands white as gloves. I smiled slyly and thought I looked neat. But when I did a cartwheel, the shoes flew off, along with the tape, and my cousin yelled and stomped the grass.
- 7 I was glad to get home. I was jealous and miserable, but the next day I found a pair of old vinyl slippers in the closet that were sort of like gymnastic shoes. I pushed my feet into them, tugging and wincing because they were too small. I took a few steps, admiring my feet, which looked like bloated water balloons, and went outside to do cartwheels on the front lawn. A friend skidded to a stop on his bike, one cheek fat with sunflower seeds. His mouth churned to a stop. He asked why I was wearing slippers on a hot day. I made a face at him and said that they were gymnastic shoes, not slippers. He watched me do cartwheels for a while, then rode away doing a wheelie.
- 8 I returned inside. I looked for tape to wrap my wrists, but could find only circle band-aids in the medicine cabinet. I dipped my hands in flour to keep them dry and went back outside to do cartwheels and, finally, after much hesitation, a backflip that nearly cost me my life when I landed on my head. I crawled to the shade, stars of pain pulsating in my shoulder and neck.
- 9 My brother glided by on his bike, smooth as a kite. He stared at me and asked why I was wearing slippers. I didn’t answer him. My neck still hurt. He asked about the flour on my hands, and I told him to leave me alone. I turned on the hose and drank cool water.
- 10 I walked to Romain playground where I played Chinese checkers and was asked a dozen times why I was wearing slippers. I’m taking gymnastics, I lied, and these are the kind of shoes you wear. When one kid asked why I had white powder on my hands and in my hair, I gave up on Chinese checkers and returned home, my feet throbbing. But before I went inside, I took off the slippers. My toes cooled on the summery grass. I ran a garden hose on my feet and bluish ankles, and a chill ran up my back.



- 11 Dinner was a ten-minute affair of piranha-like eating and thirty minutes of washing dishes. Once finished, I returned to the backyard, where I again stuffed my feet into the slippers and did cartwheels by the dizzy dozens. After a while they were easy. I had to move on. I sucked in the summer air, along with the smoke of a faraway barbecue, and tried a backflip. I landed on my neck again, and this time I saw an orange burst behind my eyes. I lay on the grass, tired and sweaty, my feet squeezed in the vise of cruel slippers.
- 12 I watched the dusk settle and the first stars, pinpoints of unfortunate light tangled in telephone wires. I ate a plum, cussed, and pictured my cousin, who was probably cartwheeling to the audience of one sleeping dog.

---

<sup>1</sup>*carne asada*—roasted meat

<sup>2</sup>*refritos*—refried beans

**1 What does the narrator mean in paragraph 6 when he says that his wrists are dripping tape?**

- A** The tape is wet with sweat.
- B** The tape is hanging loosely.
- C** His wrists are in danger of injury.
- D** His wrists are completely covered.

**2 When the narrator tells his brother to leave him alone in paragraph 9, it shows that the narrator**

- F** wants to give up gymnastics.
- G** wants to keep a secret.
- H** is angry at his family.
- J** is in a bad mood.



**3 What does the narrator learn when he attempts a backflip?**

- A** The right equipment makes a difference in sports.
- B** Things are not always as easy as they seem.
- C** His cousin was not that good at gymnastics.
- D** Gymnastics is easy to do outdoors.

**4 Which statement best summarizes this selection?**

- F** A boy gets upset because his mother is overly proud of his cousin. He spends time with the cousin and is bothered by the cousin's gymnastics. The boy decides to stay away from the cousin.
- G** A boy wants to be good at gymnastics like his cousin. When he visits his cousin, he pays close attention to him. The boy struggles when trying to imitate his cousin's actions.
- H** A boy wants to be like his cousin who is a gymnast. He finds old slippers in a closet and uses them as gymnastics shoes. The slippers cause many problems for the boy.
- J** A boy learns some gymnastics skills from his cousin. He practices often, but he struggles with backflips. He gets injured when he makes a mistake on a backflip.

**5 Which detail best supports the idea that the slippers were too small for the narrator?**

- A** He found the slippers in a closet.
- B** He wore the slippers on a hot day.
- C** His friend asked why he was wearing slippers.
- D** His ankles were blue after wearing the slippers.

**6 Read this sentence.**

**I took a few steps, admiring my feet, which looked like bloated water balloons, and went outside to do cartwheels on the front lawn.**

**What does the simile in this sentence mean?**

- F** The narrator's feet were sweaty.
- G** The narrator's feet were bulging.
- H** The narrator's feet were colorful.
- J** The narrator's feet were slippery.

**7 When the narrator's mother talks about Issac in paragraph 1, the narrator is motivated**

- A** to play a game by himself.
- B** to watch sports on television.
- C** to practice gymnastics in the yard.
- D** to eat a big meal of steak with beans.



8

**Which statement accurately explains the views of the narrator and his cousin Issac?**

- F** The narrator enjoys learning about gymnastics from Issac, and Issac enjoys learning about Chinese checkers from the narrator.
- G** The narrator is interested in the actions of Issac, but Issac is annoyed by the actions of the narrator.
- H** The narrator thinks Issac is very humble, but Issac thinks the narrator seeks too much attention.
- J** The narrator admires qualities in Issac, and Issac admires qualities in the narrator.



Read the selection below. Then answer the questions that follow.

## Dolores Huerta: Champion of the People

- 1 “Si se puede; Yes, it can be done!” The motto of the United Farm Workers describes the life of its co-founder Dolores Huerta. Born in 1930, Huerta grew up in Stockton, California, where her energetic mother worked two jobs to support the family. During the 1940s, Huerta’s mother’s commitment and determination provided her the ability to open a restaurant and then a hotel. Free rooms at the hotel were often provided for farm worker families. Huerta’s mother felt strongly that women should be actively involved in helping others.
- 2 Huerta attended college and received a teaching certificate. She did not remain in teaching very long, however, deciding that she would help her community in another important way. In 1955, she joined Fred Ross, Sr. to form a chapter of the Community Service Organization. This group organized voter registration, fought for the end of segregation<sup>1</sup>, and worked for improved public services.
- 3 Through her work, Huerta met Cesar Chavez, and together they formed the National Farm Workers Association in 1962, which later became known as the United Farm Workers. In 1965, the NFWA joined with over 5,000 workers in a strike known as the “Delano Grape Strike.” The strike lasted five years. To create more pressure on the growers, Huerta organized a successful grape boycott across the country. People in the United States were encouraged not to buy grapes until the workers received more money and better living conditions. The problems of the farm worker now came to the attention of the consumer. The loss of sales persuaded growers to agree to cooperate with the farm workers. Through her tireless work, Huerta bargained for contracts that gave farm workers health and benefit plans.
- 4 However, this is only part of Huerta’s story. A woman with incredible energy, she also raised eleven children. They traveled with her as she visited migrant<sup>2</sup> labor camps and attended meetings. As Huerta’s children grew older, they helped in the offices and joined in protesting injustices. Huerta earned between \$5 and \$35 a week only, but her family often received donations of food and clothing. Speaking of those times, Huerta said, “Well, you do it without thinking about it, because if you think about it, you can’t do it.” Although it was difficult for her, she reminded her children that the sacrifices they were making would help other children in the future.
- 5 Because of her achievements, Huerta has received numerous awards. She is in the National Women’s Hall of Fame and is considered one of the most important women in the 20th century.

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<sup>1</sup>segregation—separation of a group from the rest of society.

<sup>2</sup>migrant—one who moves from place to place looking for work.





**Dolores Huerta** made a difference in her community. What can you do to make a difference in yours?

### How Teens Can Become Community Heroes

	What Dolores Huerta Did to Make a Difference	What You Can Do to Make a Difference
1	Dolores was a Girl Scout.	Join community service clubs or groups in school.
2	Dolores learned about people from other backgrounds and religions.	Learn about others. Give each person you meet an equal and fair chance.
3	Dolores spoke up when she saw unfairness.	Speak out on behalf of those who are treated unfairly.
4	With the Community Service Organization, Dolores helped farm workers get rights and benefits.	Become a volunteer. Visit a home for the elderly, read to children, or cheer patients in a hospital.
5	With the National Farm Workers Association, Dolores worked to obtain better wages, living conditions, and work environments for farm workers.	Stand up for what is right. Write to elected officials about issues such as health and education.
6	Dolores helped grape workers in the Delano Grape Strike which resulted in the first collective bargaining <sup>1</sup> agreement between workers and growers.	Work with a club or civic group. Clean up a park, fix a landmark, or collect books and toys for a children's organization.
7	Dolores helped organize the grape boycott that gave workers the right to organize and bargain for better wages and working conditions.	Recognize the value of your opinions and make positive changes. Join with others to improve the community.
8	At the age of 73, Dolores continued to fight for the rights of immigrants and women.	Never give up. Work for what you believe is right.

<sup>1</sup>collective bargaining—bargaining between workers and their employer to decide wages, hours worked, rules, and working conditions.



**9** Use the relationship expressed in the passage to complete the analogy.

**Boycott is to reject as strike is to**

- A** end.
- B** harm.
- C** smash.
- D** oppose.

**10** The purpose for reading this passage is

- F** to be persuaded to do further research on Huerta.
- G** to be persuaded to follow the example set by Huerta.
- H** to understand the United Farm Workers Association.
- J** to understand the reasons for the "Delano Grape Strike."

**11** The Delano Grape Strike was considered successful because

- A** it resulted in the first agreement between growers and workers.
- B** Cesar Chavez had formed an organization to help farmers.
- C** many workers from across the country participated.
- D** Huerta formed more organizations to help workers.



**12** What was the major effect of the Delano Grape Strike?

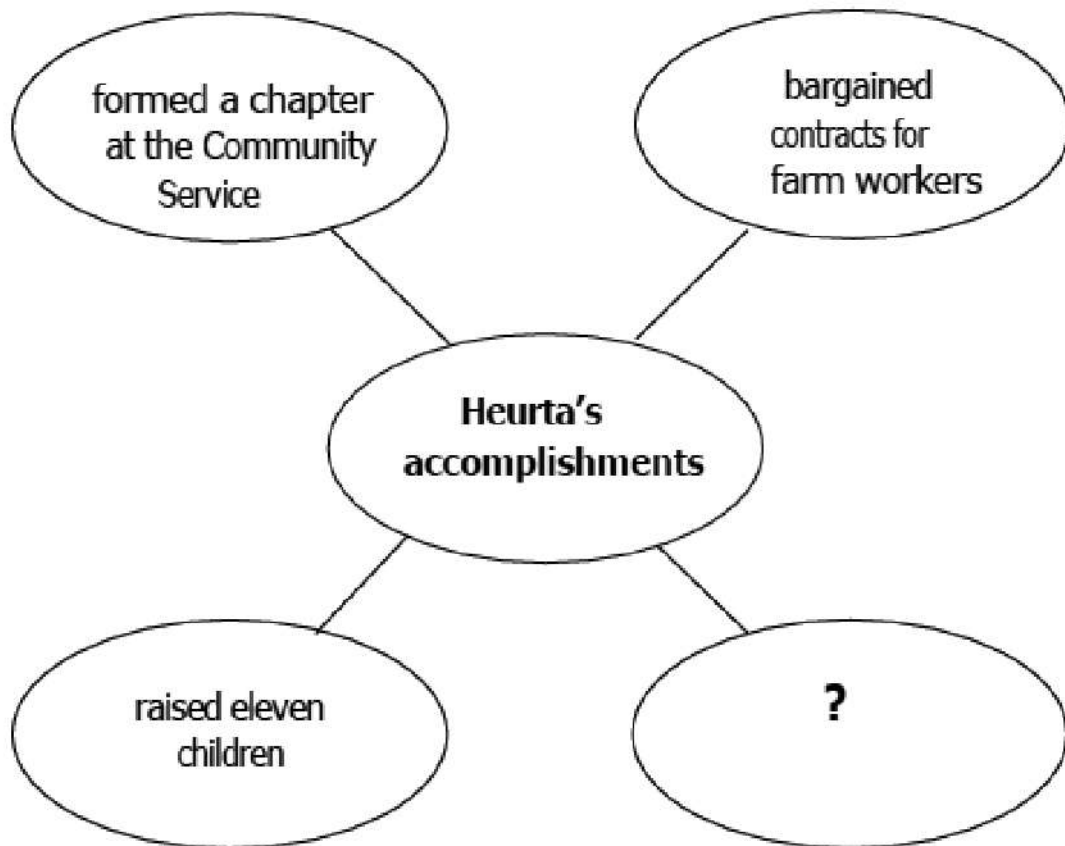
- F** Living conditions improved when the workers joined together.
- G** Many farmers lost a great deal of money and sold their farms.
- H** People throughout the United States bought fewer grapes.
- J** People from around the country read about the strike.

**13** Which source would have the most recent information about Delores Huerta?

- A** an encyclopedia: "Dolores Huerta." New World Encyclopedia. 3rd ed. 1997
- B** a book: Garza, Robert. Motherhood and Civil Rights. New York: Learn Publishers, 2002
- C** a magazine: Thompson, Roberta. "Dolores Huerta Shares Memories of Cesar Chavez" Current Consumers. 25 (1999): 355-360
- D** a newspaper article: Masterson, Angela. "Over 70 and Still Working for Justice." New Borders Times 29 Feb. 2001, late ed.: D1+



- 14 To help summarize the main points in the passage, a student created this web.



Which best completes the web?

- F born in Stockton, California
- G formed National Farm Workers Association
- H raised to believe that helping others is important
- J believed her work would help people in the future



15

**Martin Luther King, Jr. went to Morehouse College and graduated in 1948 with a Bachelor of Arts degree in sociology. He also earned a Bachelor of Divinity degree from Crozer Theological Seminary and his Doctor of Philosophy from Boston University. In 1964, King became the youngest person to receive the Nobel Peace Prize for his efforts to end racial tensions through non-violent means.**

**Which would best help a student compare the events above with the events in the passage?**

- A** a list stating different opinions about King and Huerta
- B** a timeline marking the achievements of King and Huerta
- C** a chart showing the problems King and Huerta had to overcome
- D** a stack of note cards listing the awards King and Huerta received

16

**According to the chart, a student who visits patients at a hospital is following Huerta's actions of**

- F** speaking up to fight unfair treatment.
- G** helping farm workers get rights and benefits.
- H** learning about people from other backgrounds.
- J** fighting for the rights of immigrants and women.

17

**How are the two columns in the chart different?**

- A** Column 1 is more specific while Column 2 is more general.
- B** Column 1 describes past events and Column 2 predicts a future event.
- C** One column provides past examples while the other encourages future action.
- D** One column lists events in sequential order and the other in order of importance.



Read the selection below. Then answer the questions that follow.

### “A New Me”

- 1 I sit in the chair, like an oversized doll  
And the hairstylist waves her hand  
“It’ll be so cute!”  
“You’ll look so fashionable!”
- 5 And her scissors gleam like headlights at night.  
I open my mouth  
To protest her plans  
To say, “No way!”  
But the words don’t come out.
- 10 Instead a weak smile cautiously appears  
The type that doesn’t show your teeth  
And my shoulders drop under the weight of  
Her determined sales pitch while I nod like a puppet.
- The scissors furiously flash and fly and I see my hair
- 15 —My waist length brown hair—  
My hair  
Floating to the ground  
Like feathers spinning to earth.  
A carpet of my identity lying under my feet
- 20 To be swept away.
- When she is done, she whisks away the cape and  
Spins me in my seat to see a stranger  
Looking back at me.  
A girl with bigger eyes than I used to have.
- 25 And I have to agree, it’s not so bad.  
In fact, it looks quite nice.  
So I embrace the stranger  
My reflection  
Liking the new me
- 30 No longer will my hair hang in long ponytails with ribbons,  
Or curl down my back on the first day of school.  
Now it will flip up at my shoulders in the newest style  
With daring fringes that make it swing and bounce. No  
more overalls and sneakers.



35 My new hair cries out for a change  
And my mother's lips quiver  
As our eyes meet in the mirror.

I cannot go back now.  
It's done.

40 I welcome the new me and say thank you politely  
And as I walk out, I practice giving my hair a flip with my hand.  
It floats back lightly and I begin to smile, the real kind that shows my teeth.  
thinking, "Yes. It will do."



**18** What is the main idea of this poem?

- F** A girl disagrees with her mother about getting a new haircut.
- G** A girl gets a haircut that changes how she sees herself.
- H** A girl gets her hair done for a dance.
- J** A girl chooses to cut her long hair.

**19** How does the author present the information in this passage?

- A** chronological
- B** generalizations
- C** cause and effect
- D** compare and contrast

**20** Which word best describes the speaker?

- F** timid
- G** jealous
- H** carefree
- J** outspoken





**21** What is the author's purpose in repeating the phrase "my hair" three times in stanza 3?

- A** to give a better explanation of events
- B** to give strong emphasis to her loss
- C** to give a description of her hair
- D** to give the poem a clear setting

**22** In stanza 2, what does the phrase "I nod like a puppet" imply about the speaker?

- F** She is extremely weak.
- G** She feels helpless to disagree.
- H** She thinks she has rosy cheeks.
- J** She is excited about the haircut.

**23** In stanza 3, what is represented by the metaphor "a carpet of my identity lying under my feet to be swept away"?

- A** her dignity being crushed
- B** her hair floating through the air
- C** the thick layer of cut hair on the floor
- D** the floor in her own bedroom at home



Read the selection below. Then answer the questions that follow.

## Summer Time

- 1 Bobby stared out the window as the bus bounced down the bumpy dirt road. Summer was here and that meant a two-month stay in the country to live with his grandfather, helping him on his farm. Bobby had dreaded this trip all year. Most of his friends were looking forward to going to the pool and playing baseball, but all Bobby had to look forward to was picking squash and sweating in the corn fields. What could he possibly enjoy about a summer in the country?
- 2 He woke up on his first morning in the old creaky house to the sight of a daddy-longleg spider scuttling across his ceiling. He groaned, dragged himself out of bed, and trudged to the back porch. The morning sun peeked over the horizon. A gentle mist was a blanket rising from the little creek and covering the nearby fields. As the sun rose, Bobby could hear the crickets chirping and an orchestra of sounds from other insects as they began their rising and falling hum.
- 3 He stood for a while, looking at the rabbits running through the garden, and heard his grandfather limp up behind him and say, "Right pretty sight, isn't it, son?" Bobby was surprised to hear his grandfather noticing the beauty of the morning. He was a gruff man and lived alone out on the farm. His grandfather took a deep breath, smiled, and said, "Well, we'd better get to it—it's gonna be a scorcher today."
- 4 They walked out to the garden with their baskets. The damp earth made black crescents under Bobby's fingernails as he worked, the damp scent filling his nose. His grandfather was happily whistling a song out of tune and again Bobby paused to wonder at his grandfather's enthusiasm for something considered a chore by most people.
- 5 Later that afternoon, after a lunch of sandwiches, his grandfather turned to him and asked, "You ever been fishing?" When Bobby shook his head, his grandfather walked off to the shed that stood hunched in the shadow of the big oak tree and pulled out two rods and reels and a tackle box. He motioned at Bobby to follow him and they walked out into the field, down a hill, and to the stream Bobby had noticed earlier. His grandfather sat down on a boulder and showed Bobby how to bait his line. They sat in companionable silence, with Bobby feeling as though he had met his grandfather for the first time. His grandfather obviously loved his life in the country. Bobby knew his friends were sitting next to the pool, laughing and joking, with music blaring and the clear blue chlorinated water shining below them —while his own feet dangled in a creek bed full of brown water with red clay silt. He expected to feel jealous but somehow, with the warm sunlight on his back and the chirping of the birds around him, he didn't. In fact, he was beginning to think this might be a better place to be after all. And he smiled into the water, relaxing into his new experience of summer.



**24** Which sentence best represents the theme of the passage?

- F** Summers should be spent with friends at the pool.
- G** Summer in the country can be interesting and rewarding.
- H** Summer visits with grandparents are usually boring.
- J** Summers in the country mean hard work and little excitement.

**25** Why was Bobby dreading the summer?

- A** He did not like insects.
- B** He had never fished before.
- C** He thought he would not have fun.
- D** He would not be able to listen to music.

**26** Which best shows that Bobby's grandfather enjoyed life?

- F** He invited Bobby to come to the farm.
- G** He showed Bobby how to bait his line.
- H** He continued working hard on the farm.
- J** He whistled while working in his garden.



**27** Which word best describes how Bobby felt at the end of the passage?

- A** ashamed
- B** envious
- C** content
- D** calm

**28** Which sentence foreshadows the resolution of the passage?

- F** Summer was here and that meant a two-month stay in the country, to live with his grandfather, helping him on his farm.
- G** His grandfather sat down on a boulder and showed Bobby how to bait his line.
- H** They sat in companionable silence, with Bobby feeling as though he had met his grandfather for the first time.
- J** His grandfather obviously loved his life in the country.



**29** In paragraph 3, the idiom “a scorcher” means a very

- A** hard day.
- B** bad day.
- C** fast day.
- D** hot day.

**30** Which phrase from the passage is a metaphor?

- F** A gentle mist was a blanket rising from the little creek . . .
- G** He was a gruff man and lived alone . . .
- H** They sat in companionable silence . . .
- J** And he smiled into the water . . .



**DIRECTIONS**

Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Science practice test. Mark your answer in the Science section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

**Sample A**

**Students collect two sedimentary rock samples of sandstone. The students rub the two rocks together and observe that pieces of sand break off from the rocks.**

**Sedimentary Rock Activity**

Student	Measurement	Unit	Results
1	mass	gram	total mass of sand and sandstone rocks remains the same
2	volume	gram	total volume of sand and sandstone rocks remains the same
3	mass	gram	total mass of sand and sandstone rocks increases
4	volume	gram	total volume of sand and sandstone rocks increases

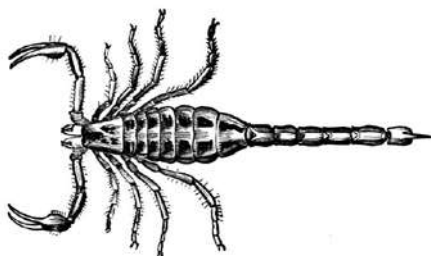
**Based on the rock cycle, which student made a correct measurement and best described the results of this activity?**

- A** Student 1
- B** Student 2
- C** Student 3
- D** Student 4

**Sample B**

**All insects have three pairs of legs.**

**Which of these animals is an insect?**

**F****G****H****J**



- 1 A student compares a copper penny before and after it has been left outside.

**Penny Left Outside**

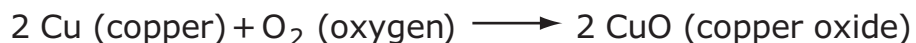


**Before**



**After**

The student finds the chemical formula for the observed change:



Based upon this information, which is the best explanation for the chemical change in the penny?

- A Products form a reactant with the same properties.
- B Reactants form a product with the same properties.
- C Products form a reactant with different properties.
- D Reactants form a product with different properties.





- 2** An experiment is performed to test the effects of different types of fertilizers on the number of tomatoes produced by one type of tomato plant.

**What is the independent (experimental) variable in this experiment?**

- F** amount of light
- G** type of fertilizer
- H** number of tomatoes
- J** type of tomato plant

- 3** A student designed an investigation to determine the volume of an irregularly shaped object.

**Investigation Steps**

- Step 1. Determine the mass of a beaker filled with water.  
Step 2. Place the object into the beaker filled with water.  
Step 3. Determine the mass of the beaker of water with the object.  
Step 4. Determine the volume of the object by subtracting the mass of the beaker and water from the mass of the beaker and water holding the object.

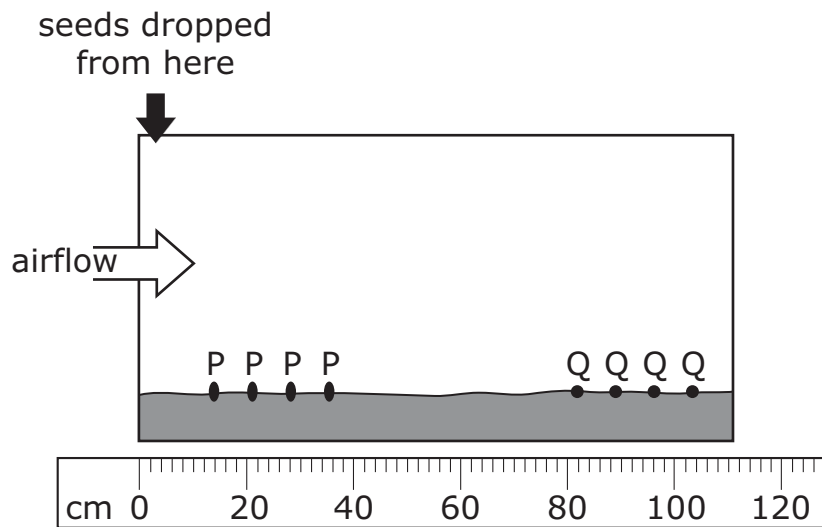
**Which identifies an error with the investigation steps?**

- A** The volume of water in the beaker was determined.
- B** The mass of the empty beaker was not determined in Step 1.
- C** The volume of water displaced by the object was not determined.
- D** The mass of the beaker of water should have been subtracted in Step 4.



4

In an investigation, two seed types are labeled P and Q. The seeds were all dropped from the same location. A fan provided a steady airflow. The final positions of the seeds after they were dropped were measured and a picture was drawn of the results.






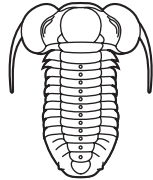
Which conclusion is best supported by the investigation?

- F** The rapidly moving air moved type P seeds farther because the seeds are better adapted for reproduction.
- G** The rapidly moving air moved type Q seeds farther because the seeds are better adapted for reproduction.
- H** The rapidly moving air moved type P seeds farther because the seeds are better adapted for wind dispersal.
- J** The rapidly moving air moved type Q seeds farther because the seeds are better adapted for wind dispersal.



5

**Number of Fossils in Three Rock Layers**

Layer				
1	10	3	0	0
2	0	0	3	1
3	0	0	20	10

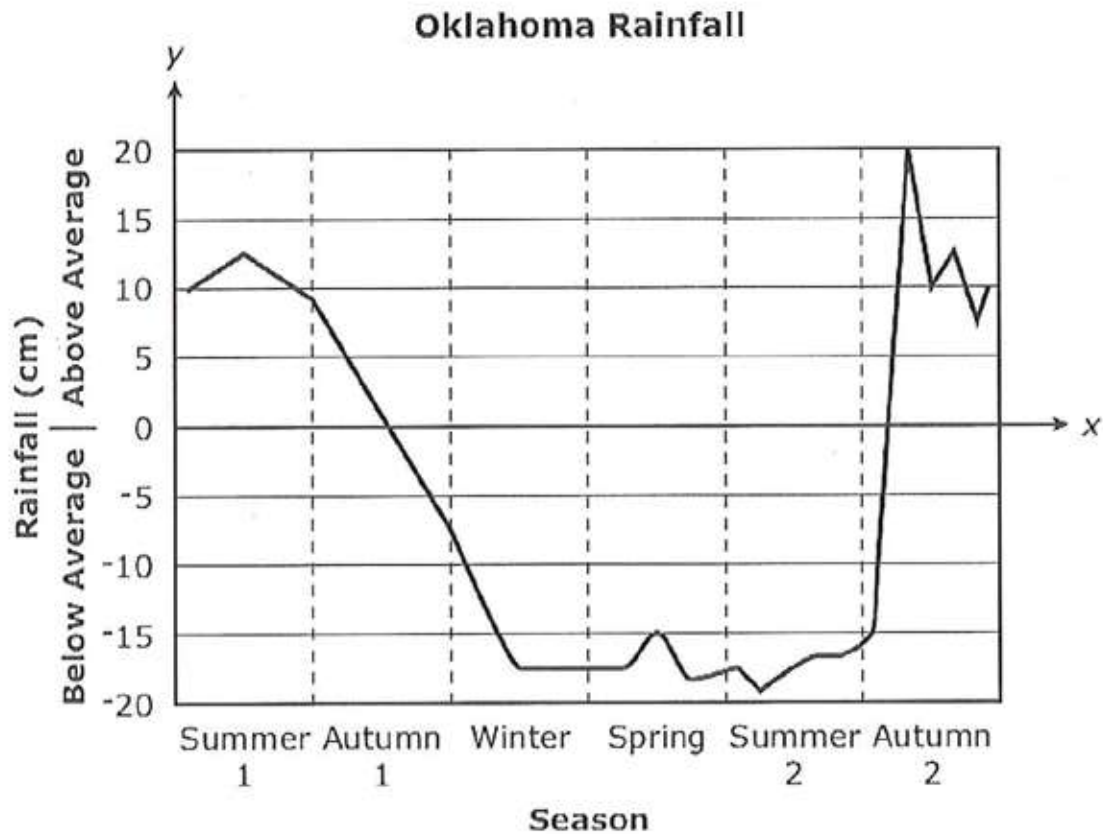
Which statement best explains the change in the numbers and types of fossils found in the three rock layers?

- A** There are more fossils in Layer 3 than Layer 1 because Layer 3 is older.
- B** There are no fossils from water animals in Layer 1 because the water dried up.
- C** There are more fossils in Layer 3 than Layer 2 because the temperature became colder over time.
- D** There are no fossils from land plants or animals because water animals consumed them.



# 6

**Cooler than usual sea surface temperatures initially developed in the equatorial Pacific Ocean during Summer 1 and lasted through spring. In Summer 2 the average sea surface temperatures increased to above normal through Autumn 2. The graph shows how this affected Oklahoma rainfall.**



**Based on the average rainfall information on the graph, what effect does La Niña have on rainfall?**

- F** Spring and Summer 1 rainfall was near average.
- G** Spring and Summer 2 rainfall was below average.
- H** Summer 1 and Autumn 1 rainfall was near average.
- J** Summer 1 and Autumn 2 rainfall was above average.



7

**Sedimentary rocks are formed when layers of loose sediment cement together. Many contain fossils.**

Use the information provided above to determine which of these is most likely a sedimentary rock?

A



B



C



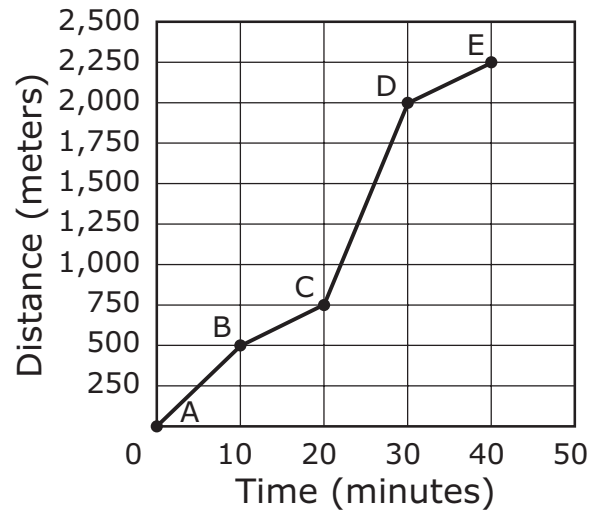
D





8

Distance Hiked Over Time



What is the speed of the person from point C to point D?

- F  $25 \frac{\text{meters}}{\text{minute}}$
- G  $125 \frac{\text{meters}}{\text{minute}}$
- H  $200 \frac{\text{meters}}{\text{minute}}$
- J  $500 \frac{\text{meters}}{\text{minute}}$

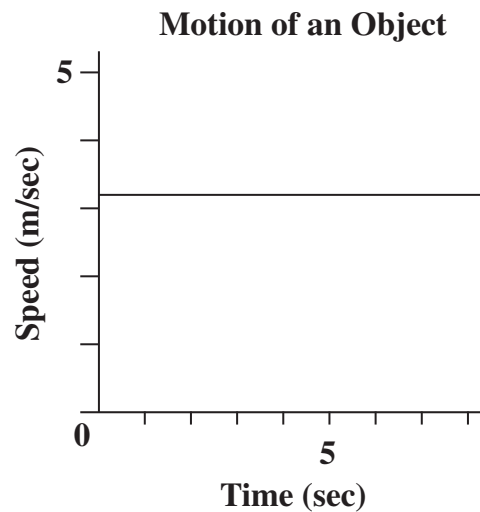
9

Which object is least likely to be heated during a laboratory activity?

- A a glass flask
- B a glass beaker
- C an open container
- D a closed container



- 10** The motion of an object was measured and graphed during a lab activity.



Which statement best describes the forces acting on the object?

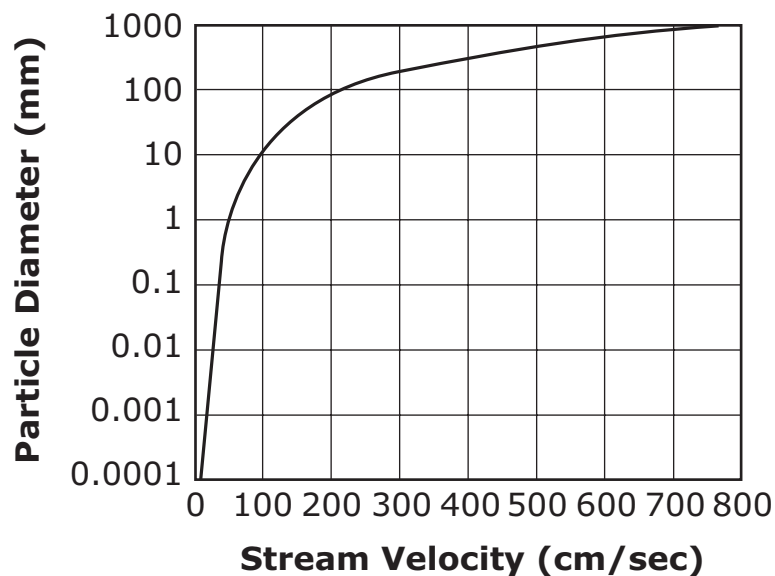
- F** Two opposite forces are unequal.
- G** The total of all forces equals zero.
- H** The forward forces change at a constant rate.
- J** The horizontal force is greater than the vertical force.



11

**Stream Particle Types and Diameters**

Particle Name	Diameter (mm)
Clay	Less than 0.004
Silt	0.004–0.06
Sand	0.07–2
Granule	2.1–4
Pebble	4.1–64
Cobble	64.1–256
Boulder	Greater than 256

**Stream Velocity vs. Particle Sizes**

**Based on these data, which statement best describes what happens in a stream with a velocity of 100 cm/sec?**

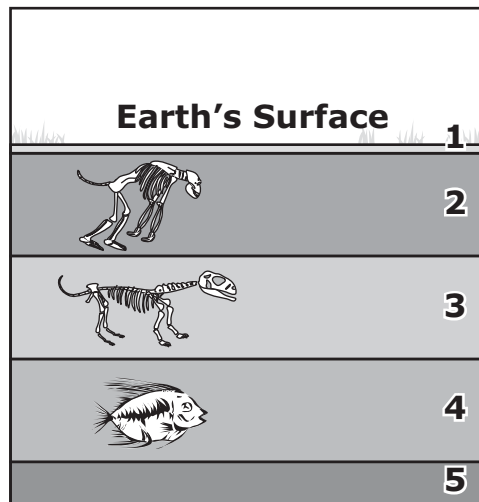
- A** Erosion of cobbles and boulders occurs at bends and in areas with rapids.
- B** Landforms like dunes and ripples form when silt and sand are deposited.
- C** The stream channel becomes V-shaped as pebbles and cobbles are carried downstream.
- D** Features like bars made of some pebble-sized particles are formed by deposition.





- 12** Fossil digs give clues about past environments.

**Digging for Fossils**



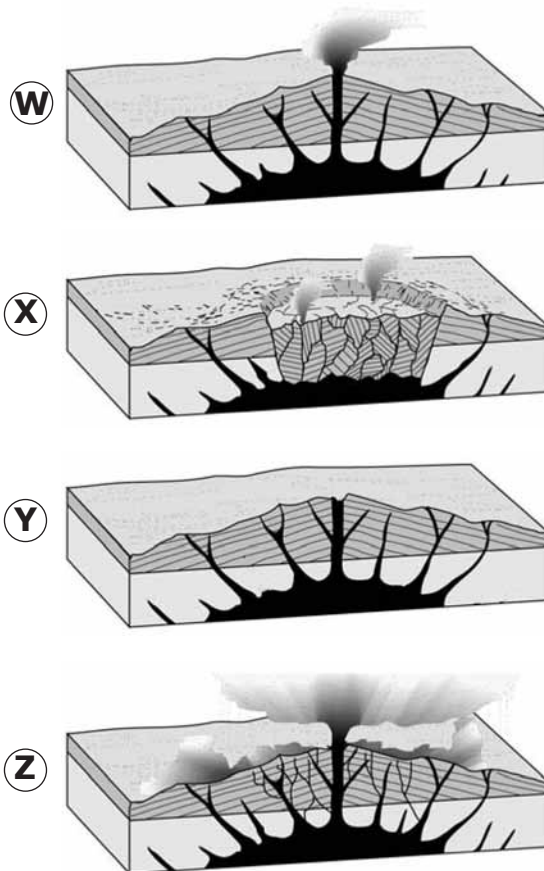
**In which environment did the fossil in layer 3 most likely live, and what instrument should be used to find the mass of the bones?**

- F** on land; a balance
- G** in water; a balance
- H** on land; a spring scale
- J** in water; a spring scale



13

The diagrams show the cross-section of a volcano during an eruption.



Which list best orders the events that formed a volcanic crater?

- A Y, Z, W, X
- B X, Y, W, Z
- C Y, W, Z, X
- D X, Z, W, Y



**14** Which statement best describes how scientists are studying nature to predict a future event on Earth?

- F** They are observing nearby asteroids with an anemometer.
- G** They are measuring the temperature of ice sheets using a seismograph.
- H** They are observing the direction of ocean currents using an anemometer.
- J** They are monitoring for volcanic activity by using a seismograph.

**15** Students design an investigation to determine if temperature affects the rate of a chemical reaction.

Which statement includes the best set of reactants and the dependent variable for the investigation?

<b>A</b>	<b>Set of Reactants</b>	<b>Dependent Variable</b>
	<ul style="list-style-type: none"><li>• baking soda</li><li>• vinegar at three different temperatures</li></ul>	time it takes each product to form

<b>B</b>	<b>Set of Reactants</b>	<b>Dependent Variable</b>
	<ul style="list-style-type: none"><li>• baking soda</li><li>• vinegar</li></ul>	temperature of each product

<b>C</b>	<b>Set of Reactants</b>	<b>Dependent Variable</b>
	<ul style="list-style-type: none"><li>• salt</li><li>• water at three different temperatures</li></ul>	temperature of each salt solution

<b>D</b>	<b>Set of Reactants</b>	<b>Dependent Variable</b>
	<ul style="list-style-type: none"><li>• salt</li><li>• water</li></ul>	time it takes the salt to dissolve





## DIRECTIONS

Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Social Studies practice test. Mark your answer in the U.S. History section of the answer sheet.

The correct answer for Sample A has been circled to show you how to mark your answers. Circle your answer for Sample B.

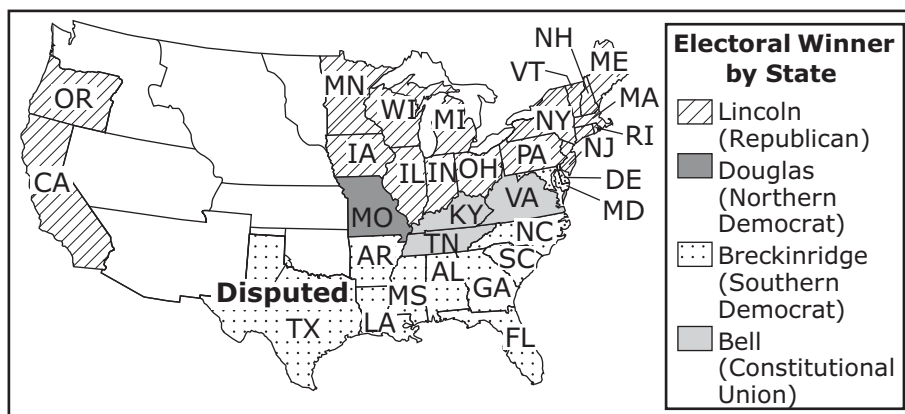
### Sample A

**Who commanded the Continental Army during the American Revolution?**

- A** John Adams
- B** Thomas Paine
- C** Thomas Jefferson
- D** George Washington

### Sample B

#### The Election of 1860



Candidate	Popular Vote
Lincoln	1,865,593
Douglas	1,382,713
Breckinridge	848,356
Bell	592,906

Source: *Historical Statistics of the United States*

**Which statement is supported by evidence from the map?**

- F** Voters in the western states supported Douglas and Bell.
- G** Breckinridge won the election of 1860 by carrying a majority of the states.
- H** Southerners' votes were divided between the Democrats and the Republicans.
- J** The nation's political loyalties in 1860 were largely divided along regional lines.



**1** Westward expansion was least beneficial to

- A** miners.
- B** merchants.
- C** Irish immigrants.
- D** Native Americans.

**2**

Any people anywhere, being inclined and having the power, have the right to rise up and shake off the existing government, and form a new one that suits them better.

—Abraham Lincoln, 1848

The idea expressed by President Lincoln in the quotation above is most like an idea expressed in the

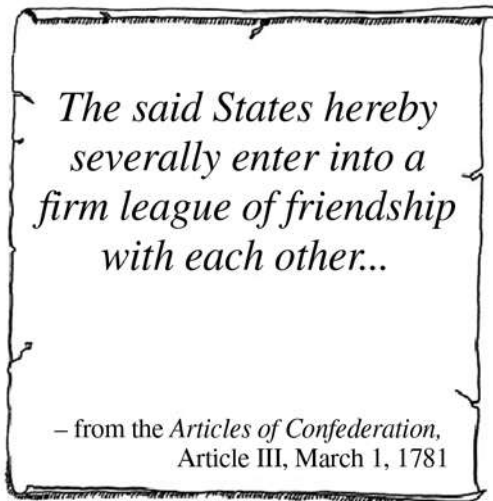
- F** Magna Carta.
- G** U.S. Constitution.
- H** Mayflower Compact.
- J** Declaration of Independence.

**3** The Dred Scott decision directly resulted in

- A** strengthening the abolition movement in the North.
- B** weakening the secession movement in the South.
- C** electing Abraham Lincoln as president.
- D** overturning the Fugitive Slave Law.



4



**This quotation indicates that the Articles of Confederation most closely resembled**

- F** a bill of rights.
- G** a treaty among countries.
- H** an unwritten constitution.
- J** a statement of grievances.

5

**Before 1776, few American colonists believed that independence from Great Britain was a good idea. What happened in 1776 to cause more people to support the idea of a revolution?**

- A** George III became king of England.
- B** Thomas Paine wrote *Common Sense*.
- C** *The Federalist Papers* were published in New York.
- D** Parliament banned colonial trade with the West Indies.



6

Section 1. . . . all men are by nature equally free and independent, and have certain . . . rights.

Section 2. . . . all power is . . . derived from . . . the people . . .

Section 3. . . . government is, or ought to be, instituted for the common benefit . . . of the people . . .

—Virginia Declaration of Rights, George Mason  
1776

**These words by George Mason influenced the creation of the**

- F** Northwest Ordinance.
- G** Articles of Confederation.
- H** United States Constitution.
- J** Declaration of Independence.



7

**How did the abolition movement affect the women's suffrage movement in the 19th century?**

- A** Women's suffrage benefited from experiences gained in the abolition movement.
- B** Women's suffrage was abandoned as disagreements emerged over the issue of slavery.
- C** Women's suffrage lost support as reformers put their energy into abolition.
- D** Women's suffrage succeeded in enacting national legislation to end slavery.

8

**In 1819, Secretary of State John Quincy Adams described North America as "our proper dominion." What did he mean?**

- F** The United States did not need to have a foreign policy.
- G** North America was too vast and unfamiliar to be completely explored.
- H** Negotiations would prevent future border disputes with Canada and Mexico.
- J** The destiny of the United States was to expand across the entire continent.

9



**The picture shows a colonial protest against British efforts**

- A** to raise money by taxing trade in the colonies.
- B** to prohibit westward settlement of colonists.
- C** to increase commercial activity with France.
- D** to stop the sugar trade with the West Indies.





**10** To prevent tyranny, the writers of the U.S. Constitution established

- F** political parties.
- G** presidential advisors.
- H** separation of powers.
- J** executive departments.

**11**

There shall be neither slavery nor involuntary servitude [forced service] in the said territory . . . Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service . . .

—Northwest Ordinance, 1787

**How did the 1857 Dred Scott decision affect this provision of the Northwest Ordinance?**

- A** by permitting slavery in the territories
- B** by punishing slave owners in the territories
- C** by encouraging slaves to rebel in the territories
- D** by encouraging slaves to escape to the territories



12



**Which was a result of the innovation shown on the map above?**

- F** The settlement of Western territories increased.
- G** The cost of transporting goods rose significantly.
- H** There were more railroads in the South than in the North.
- J** Water routes were no longer used to transport raw materials.



**13 Why was the Battle of Saratoga a turning point in the American Revolution?**

- A** The Hessian fighters would no longer fight for Great Britain.
- B** The British military was forced to surrender the city of Boston.
- C** Shipments of food could now reach Americans at Valley Forge.
- D** France was persuaded to give military assistance to the Americans.

**14 Many Southerners believed that the election of Abraham Lincoln would lead to**

- F** additional slave states in the union.
- G** increased representation for slave states.
- H** secession of Southern states from the union.
- J** decreased industrialization in Southern states.

**15 Before the Civil War, Southerners argued that high tariffs protected the interests of**

- A** Southern leaders.
- B** Southern farmers.
- C** Northern importers.
- D** Northern industrialists.



## Answer Keys

Mathematics		
Number	Answer	OAS Objective
Sample A	C	2.2c
Sample B	G	5.1
1	A	1.1a
2	G	1.1b
3	A	1.1c
4	H	1.1d
5	D	1.2
6	H	2.1
7	C	2.2a
8	G	2.2b
9	C	3.1
10	F	3.2
11	B	4.1
12	F	4.2
13	D	4.3
14	G	5.3
15	C	1.1a
16	J	2.2a
17	D	1.2
18	G	2.2a
19	D	2.2b
20	H	1.1a
21	C	5.1
22	H	3.1
23	B	3.2
24	H	1.1c
25	D	1.1b

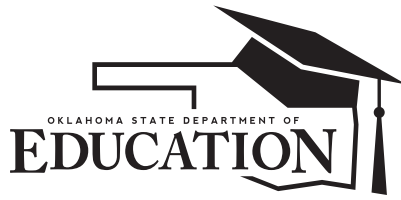
Reading		
Number	Answer	OAS Objective
Sample A	C	3.2a
Sample B	F	1.1
1	B	4.3a
2	J	3.4e
3	B	3.1b
4	G	3.3b
5	D	3.2a
6	G	4.3a
7	C	3.4e
8	G	3.4e
9	D	1.3b
10	G	3.1a
11	A	3.4b
12	F	3.4d
13	B	5.1a
14	G	5.1c
15	B	5.2a
16	G	5.2e
17	C	5.2d
18	G	3.3a
19	A	3.4b
20	F	3.4e
21	B	4.2a
22	G	4.3a
23	C	1.3c
24	G	4.2a
25	C	3.4b
26	J	3.4e
27	C	3.4e
28	H	4.3c
29	D	1.3a
30	F	1.3c

## Answer Keys

Science			
Number	Answer	OAS Process Objective	OAS Content Objective
Sample A	A	1.3	4.2
Sample B	G	2.1	3.1
1	D	4.3	1.1
2	G	3.3	1.2
3	C	3.2	1.2
4	J	4.3	3.2
5	B	4.3	5.2
6	G	4.2	4.3
7	B	2.1	4.2
8	G	1.1	2.1
9	D	3.6	N/A
10	G	4.2	2.2
11	D	4.2	4.1
12	H	1.2	5.2
13	C	2.2	4.1
14	J	1.2	5.1
15	A	3.3	1.1

U.S. History		
Number	Answer	OAS Objective
Sample A	D	2.3a
Sample B	J	5.2
1	D	4.6c
2	J	5.1
3	A	5.1d
4	G	3.1
5	B	1.2d
6	J	3.2
7	A	4.5
8	J	4.1
9	A	1.2a
10	H	3.4
11	A	5.1d
12	F	4.3
13	D	2.3
14	H	5.2a
15	D	4.2





# Oklahoma School Testing Program

To Measure Oklahoma Academic  
Standards

State Superintendent

Oklahoma State Department of Education  
2015

## Answer Sheet

Grade 8—Multiple-Choice  
Practice Tests

\_\_\_\_\_  
Name

### Mathematics

SAMPLES	
A	(A) (B) (C) (D)
B	(F) (G) (H) (J)

1	(A) (B) (C) (D)
2	(F) (G) (H) (J)
3	(A) (B) (C) (D)
4	(F) (G) (H) (J)

5	(A) (B) (C) (D)
6	(F) (G) (H) (J)
7	(A) (B) (C) (D)
8	(F) (G) (H) (J)

9	(A) (B) (C) (D)
10	(F) (G) (H) (J)
11	(A) (B) (C) (D)
12	(F) (G) (H) (J)

13	(A) (B) (C) (D)
14	(F) (G) (H) (J)
15	(A) (B) (C) (D)
16	(F) (G) (H) (J)

17	(A) (B) (C) (D)
18	(F) (G) (H) (J)
19	(A) (B) (C) (D)
20	(F) (G) (H) (J)

21	(A) (B) (C) (D)
22	(F) (G) (H) (J)
23	(A) (B) (C) (D)
24	(F) (G) (H) (J)

25	(A) (B) (C) (D)
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### Reading

SAMPLES	
A	(A) (B) (C) (D)
B	(F) (G) (H) (J)

1	(A) (B) (C) (D)
2	(F) (G) (H) (J)
3	(A) (B) (C) (D)
4	(F) (G) (H) (J)

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6	(F) (G) (H) (J)
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10	(F) (G) (H) (J)
11	(A) (B) (C) (D)
12	(F) (G) (H) (J)

13	(A) (B) (C) (D)
14	(F) (G) (H) (J)
15	(A) (B) (C) (D)
16	(F) (G) (H) (J)

17	(A) (B) (C) (D)
18	(F) (G) (H) (J)
19	(A) (B) (C) (D)
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21	(A) (B) (C) (D)
22	(F) (G) (H) (J)
23	(A) (B) (C) (D)
24	(F) (G) (H) (J)

25	(A) (B) (C) (D)
26	(F) (G) (H) (J)
27	(A) (B) (C) (D)
28	(F) (G) (H) (J)

29	(A) (B) (C) (D)
30	(F) (G) (H) (J)

### Science

SAMPLES	
A	(A) (B) (C) (D)
B	(F) (G) (H) (J)

1	(A) (B) (C) (D)
2	(F) (G) (H) (J)
3	(A) (B) (C) (D)
4	(F) (G) (H) (J)

5	(A) (B) (C) (D)
6	(F) (G) (H) (J)
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9	(A) (B) (C) (D)
10	(F) (G) (H) (J)
11	(A) (B) (C) (D)
12	(F) (G) (H) (J)

13	(A) (B) (C) (D)
14	(F) (G) (H) (J)
15	(A) (B) (C) (D)

### U.S. History

SAMPLES	
A	(A) (B) (C) (D)
B	(F) (G) (H) (J)

1	(A) (B) (C) (D)
2	(F) (G) (H) (J)
3	(A) (B) (C) (D)
4	(F) (G) (H) (J)

5	(A) (B) (C) (D)
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15	(A) (B) (C) (D)

