Ohio Department of Education

Student Name: _____

# Ohio's Achievement Tests

## Reading

March 2005

*This test was originally administered to students in March 2005. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.*

*7/05*

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**Directions:**

Today you will be taking the Ohio Grade 8 Reading Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

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

## Lincoln and the Whetstone

1 In 1834, when Abraham Lincoln was a candidate for the legislature, he called on a certain farmer to ask for his support. He found him in the hay field, and was urging his cause when the dinner bell sounded. The farmer invited him to dinner, but Lincoln declined politely, and added, "If you will let me have the scythe while you are gone I will mow 'round the field a couple of times."

2 When the farmer returned he found three rows neatly mowed. The scythe lay against the gate post, but Lincoln had disappeared.

3 Nearly thirty years afterward the farmer and his wife, now grown old, were at a White House reception, and stood waiting in line to shake hands with the President.

4 When they got near him in the line Lincoln saw them, and calling an aide, told him to take them to one of the small parlors, where he would see them as soon as he got through the handshaking. Much surprised, the old couple were led away. Presently Mr. Lincoln came in, and, greeting them with an outstretched hand and a warm smile, called them by name.

5 "Do you mean to say," exclaimed the farmer, "that you remember me after all these years?"

6 "I certainly do," said the President, and he went on to recall the day he had mowed around the farmer's timothy[1] field.

7 "Yes, that's so," said the old man, still in astonishment. "I found the field mowed and the scythe leaning up against the gate post. But I have always wanted to ask you one thing."

8 "What is it?" asked Mr. Lincoln.

9 "I always wanted to ask you, Mr. President, what you did with the whetstone[2]?"

10 Lincoln smoothed his hair back from his brows a moment, in deep thought; then his face lighted up.

11 "Yes, I remember now," he said, "I put that whetstone on top of the high gate post."

12 And when he got back to Illinois again, the farmer found the whetstone on top of the gate post, where it had lain for more than twenty-five years.

From "A Treasury of American Anecdotes," edited by B.A. Botkin. New York: Random House, 1957.

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[1]**timothy:** a kind of long grass used for hay
[2]**whetstone:** a stone used for sharpening tools



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1. The setting at the beginning of the passage is most likely intended to show that Lincoln

   A. prefers farm life to public office.

   B. feels comfortable with farmers.

   C. expects to return to farm life later.

   D. lives a short distance from the farm.

2. "He found him in the hay field, and was urging his cause when the dinner bell sounded. The farmer invited him to dinner, but Lincoln declined politely, and added, 'If you will let me have the **scythe** while you are gone I will mow 'round the field a couple of times.' "

   The information in these sentences suggests that a **scythe** is an instrument used for

   A. welcoming visitors.

   B. sounding alarms.

   C. preparing meals.

   D. harvesting hay.

3. What are two distinct parts to the passage "Lincoln and the Whetstone"? Using information from the passage, describe how Lincoln is characterized in the two parts of the passage. Write your answer in the **Answer Document**. (2 points)

4. Which word best describes the relationship between Lincoln and the farmer both times they meet?

   A. awkward

   B. doubtful

   C. respectful

   D. joyous

5. What does this passage suggest about Lincoln?

   A. He has a sharp memory.
   B. He has a curious nature.
   C. He is an honest person.
   D. He is a popular politician.

6. As President, how does Lincoln show his appreciation toward the farmer and his wife?

   A. He offers to mow the field again.
   B. He treats them as honored guests.
   C. He reveals where he put a whetstone.
   D. He invites them to a private dinner.

7. "Lincoln smoothed his hair back from his brows a moment, in deep thought; then **his face lighted up**."

   The author uses the phrase **his face lighted up** to show that Lincoln

   A. is amused.
   B. recalls something.
   C. is puzzled.
   D. feels embarrassed.

8. Which theme best applies to the passage?

   A. There is a time for work and there is a time for play.
   B. Sometimes what you search for is in your own back yard.
   C. There is more than just one way to do something.
   D. Sometimes it is best to make do with what you have.

# Wheels of Wonder

**Wheels of Wonder**
1700 NE Milagro • Charlack, Nebraska 68001
888/432-5670 • www.wowonder.com

## Wheels of Wonder

1 Wheels of Wonder is a community bike shop that sells and services used bicycles for the public. Bicycles are sold at a low-cost with a three-month warranty. In other words, if a WOW customer is not completely satisfied, or if the merchandise purchased fails to perform properly, the customer can get a full refund.

2 Wheels of Wonder builds skills and fosters the personal growth of youth through community-based recreational and educational bicycle programs and services. WOW provides after-school riding and maintenance/safety programs; summer programs; a full-service bike shop; classes in safety, bike repair, commuting and riding; and a program to get adults on fully outfitted commuter bikes.

3 All bicycles, parts, and supplies at WOW are donated by institutions, local businesses, and individuals. Staff, volunteers, youth, and young adults repair bikes for our programs and for sale in our bike shop. WOW partners with schools, state agencies, and other local groups to ensure the success of its programs and to find additional ways to serve the community with bicycles.

4 WOW is open Wednesday through Friday from noon until 7 p.m., Saturday from 9 a.m. until 5 p.m., and Sunday from 10 a.m. until 3 p.m.


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**Your Help is Needed!**

Become a Member of WOW

5 As a member, you get two opportunities a year to work on your own bike using our tools, stands, and workspace. In addition, you also receive a 10% discount in the shop and have the wonderful feeling of knowing that you support our programs. (See membership form below.)

Volunteer at WOW

6 As a volunteer, you may contribute to all of our programs. This could mean writing the quarterly newsletter, updating our Web pages, answering the telephone, helping customers, and repairing bicycles.

Attend WOW Classes and Events

7 Wheels of Wonder offers classes, organized rides, and special events, all of which help support our mission.

Make a Donation to WOW

8 If you have a bicycle or any bicycle-related equipment that you have outgrown or no longer use, dust it off and bring it to WOW. Better yet, just bring it—we'll take care of the dust.

9 If nothing else, you can help by simply *riding your bike*! While you're at it, ride your bike everywhere you can. At WOW, we believe that bicycling has a ripple effect. It only takes one cyclist to get a whole community moving in the right direction.

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**WOW Membership Form**

___ Student $15 ___ Single $25 ___ Family $40

___ I want to help on a regular basis!
I will donate ___ hours per month.
I will donate $ ___ per month.

Name: _____ Address: _____
City/State/Zip: _____
Phone: _____ Email: _____

Signature: _____

SAMPLE

*Reaching Kids • Recycling Bikes • Restoring Community*

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9. WOW members and WOW volunteers are alike in that they both

   A. receive a discount on purchases.
   B. help with the quarterly newsletter.
   C. deal with the customers.
   D. work in the repair shop.

10. Which statement best describes the author's viewpoint about Wheels of Wonder?

   A. It is in desperate need of help.
   B. It is a worthwhile organization.
   C. It is growing faster than expected.
   D. It is an ideal place to meet people.

11. What is the purpose of the bold headings throughout the passage?

   A. to identify three programs at WOW
   B. to provide three ways to contact WOW
   C. to highlight three accomplishments of WOW over the years
   D. to divide the information on WOW into three main sections

12. Who is most likely the intended audience for this passage? Use two details from the passage to support your answer. Write your answer in the **Answer Document**. (2 points)

13. "WOW **partners** with schools, state agencies, and other local groups to ensure the success of its programs and to find additional ways to serve the community with bicycles."

   The word **partners** suggests that WOW is

   A. practical.
   B. successful.
   C. cooperative.
   D. popular.

14. The "Wheels of Wonder" passage is most similar to

   A. an editorial in a local newspaper.
   B. a set of detailed instructions.
   C. an informational brochure.
   D. a school bus schedule.

## Albert

1 One chilly spring morning high in the mountains of Colorado, two small peregrine falcons were born. No soft feathers or grass lined their nest, or aerie. Their home was a hard ledge covered with dirt and small rocks near the top of a towering cliff. Frosty winds blew around the precipice, and snow glistened in the forested foothills below. Yet the peregrines were not uncomfortable. Their mother and father tended them carefully—feeding the nestlings when they were hungry and shielding them from the wind with their larger, soft bodies.

2 At first the two peregrines spent most of their time sleeping. Born blind and helpless, they could do little but eat. Yet soon long, tapering gray and white feathers replaced their soft downy ones. Their yellow feet grew large and strong. By the time they were only six weeks old, they were as big and handsome as their parents.

3 The two young peregrines, absorbed in their own affairs, were not aware that they were being watched. A wildlife biologist was studying them. For six weeks she had been writing down everything she saw them doing, for these birds were special. They belonged to a race known as *Falco peregrinus anatum*, the American peregrine falcon. Peregrine falcons are the fastest of all living creatures. They are also endangered, which means so few are left in the world that their species may not survive into the next century.

4 The young falcons did not know this, of course. Nor did they know that the biologist had named them Albert and Leopold for ease in her note taking. For the time being, only one thing was on the nestlings' minds: learning how to fly.

5 Unfortunately, this skill seemed to elude them. Especially Albert. Every time he tried to fly, his legs got in the way. When he ran along the cliff, he fell down. When he tried to climb the rocks to the ridge top, he slid backward on his rear. It seemed improbable that he would ever live up to the peregrine label "king of the air."

6 Leopold, however, was more adept. He could hop a foot or two into the air and beat his wings so rapidly that he stayed airborne for several seconds.

7 Because Leopold could move so fast, he usually got first grab at the food, which was unfortunate for Albert. Then the day came when Leopold jumped off the ledge and actually flew. Albert watched as his brother pumped his wings wildly and zigzagged far above the ground, wailing a high-pitched *Ki! Ki! Ki!* Instantly Albert's father soared by and reached out with his talons to pass food to Leopold in midair.

8 Now Albert was starving, too, and he squealed for attention, but his father had already left. After an hour the adult peregrine returned carrying more food. He flew by Albert and dangled it in front of his son's beak. This was strange. Always before he'd dropped it off at Albert's feet. Albert screeched his annoyance. His father



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merely called out a soft *echup-chupp* and continued flying in front of him. Albert squealed louder. He was petrified.

9 The biologist, who was watching carefully, held her breath. She realized how important it was that the young peregrine learn to fly—and fly well. He was a hunter, and his skill at procuring food would make all the difference to his survival. At this point for his species, the success of each individual peregrine counted.

10 Albert ran back and forth. He jumped up and down, begging, but he would not fly. Finally his father gave up and deposited the meal at Albert's feet.

11 For several days Albert continued his stubborn resistance to learning how to fly. He preferred to go hungry rather than work for his dinner. Leopold's skill was increasing daily, but Albert's fear kept him from taking the plunge off the 150-foot cliff.

12 The biologist began to worry. She observed that Albert was getting less and less food, but there was nothing she could do. Then, one hot morning in July, Albert was not fed at all.

13 Leopold had left to soar on his own and explore the territory. The adult peregrines had not been seen since daybreak. At lunchtime Albert's father was at last spotted bringing home food for his timid offspring.

14 Albert, ravenous with hunger, was beside himself with excitement. He leaped into the air and, without thinking, jumped off the cliff. Finding himself in midair, he panicked. Floating down, down, down like a parachute, he crashed upon a rock halfway down the cliff. He tried desperately to grasp the boulder but slid backward.

15 Albert shrieked. He took off again and tried to hop and flutter back to the nest, but he didn't have the energy to climb the sheer cliff wall. High above him towered the aerie. Albert slid down to a level spot. He sat back and screeched for help.

16 At last, when the sun began sinking in the sky, Leopold and his mother returned to the aerie. Albert jumped up and down and screeched for them to rescue him, but they could do nothing. Hungry and tired and alone, Albert rocked back and forth on his dark, narrow perch.

17 Soon afterward Albert's father returned to soar above the cliff. From his powerful talons dangled a tasty meal for his nestling.

18 Food! Albert stopped screeching. Suddenly he seemed to know that if he were to survive, he must learn how to fly—and fly *now*.

19 Giving his feathers a shake, Albert stood up straight. With Leopold crying from above, he leaped into the air. Wings flapping like electric beaters, he lifted himself higher

and higher in furious fits and spurts, until at last he stumbled upon the aerie.

20 Quickly Albert's father soared over and dropped the food at his feet. Albert grabbed the morsel with his talons, puffed out his feathers, then dove into dinner. Like his brother, Albert had at last become a fledgling.

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15. How are Albert's and Leopold's first experiences in the air different from each other?

    A. Albert crashes on the cliff, whereas Leopold receives food midair.

    B. Albert's experience is caused by fear, whereas Leopold is motivated by food.

    C. Albert tries to fly by himself, whereas Leopold receives help from the parents.

    D. Albert stays close to the nest, whereas Leopold flies out of sight immediately.

16. "For the time being, only one thing was on the nestlings' minds: learning how to fly. Unfortunately, this skill seemed to **elude** them. Especially Albert. Every time he tried to fly, his legs got in the way."

    What does the word **elude** mean?

    A. bore

    B. govern

    C. escape

    D. threaten

17. Why does the biologist feel it is so important for Albert to learn how to fly? Use information from the passage to support your answer. Write your answer in the **Answer Document**. (2 points)

18. Which sentence from the passage most strongly develops a mood of pity?

    A. "For several days Albert continued his stubborn resistance to learning how to fly."

    B. "Albert grabbed the morsel with his talons, puffed out his feathers, then dove into dinner."

    C. ". . . Albert's fear kept him from taking the plunge off the 150-foot cliff."

    D. "Hungry and tired and alone, Albert rocked back and forth on his dark, narrow perch."

19. What finally motivates Albert to learn to fly?

A. He is scared and his mother is in the aerie.

B. He is hungry and his father appears with food.

C. He is lonely and wants to explore with his brother.

D. He is jealous and wants to fly better than his brother.

20. "Leopold had left to **soar** on his own and explore the territory."

The word **soar** suggests that Leopold

A. flies often.

B. is a skilled flier.

C. has difficulty flying.

D. flies short distances.

21. Which statement best shows how competition between Albert and Leopold affects the plot of the story?

A. Albert watches his brother fly, and decides that he wants to fly as well as Leopold.

B. Because Leopold goes on flights with his mother, Albert feels rejected.

C. Albert sees that Leopold has won the approval of his parents, so Albert competes for attention.

D. Because Leopold gets most of the food the parents bring, Albert must fly soon to find food.

22. Which statement best represents a turning point in the story?

A. "Suddenly he seemed to know that if he were to survive, he must learn how to fly . . . "

B. "Albert jumped up and down and screeched for them to rescue him, but they could do nothing."

C. "When he tried to climb the rocks to the ridge top, he slid backward on his rear."

D. "Albert watched as his brother pumped his wings wildly and zigzagged far above the ground."

23. Identify two words or phrases that the author uses to create a mood of fear when Albert falls out of the nest. Explain how each word or phrase contributes to the mood of fear. Use information from the passage to support your answer. Write your answer in the **Answer Document**. (4 points)

24. Which thematic statement applies to this passage?

    A. Family members must remain loyal to each other.

    B. The instinct to survive overcomes incredible odds.

    C. Patience is one of the keys to solving difficult problems.

    D. Good things can come to those who are willing to wait.

On the March 2005 Grade 8 Reading Achievement Test, items 25–30 and the associated passage are field-test items, which are not released.

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## Saturday Afternoon, When Chores Are Done

1 I've cleaned house
and the kitchen smells like pine.
I can hear the kids yelling
through the back screen door.
While they play tug-of-war
with an old jump rope
and while these blackeyed peas
boil on the stove,
I'm gonna sit here at the table
and plait[1] my hair.

2 I oil my hair and brush it soft.
Then, with the brush in my lap,
I gather the hair in my hands,
pull the strands smooth and tight,
and weave three sections into a fat shiny braid
that hangs straight down my back.

3 I remember mama teaching me to plait my hair
one Saturday afternoon when chores were done.
My fingers were stubby and short.
I could barely hold three strands at once,
and my braids would fray apart
no sooner than I'd finished them.
Mama said, "Just takes practice, is all."
Now my hands work swiftly, doing easy
what was once so hard to do.

4 Between time on the job,
keeping house, and raising two girls by myself,
there's never much time like this,
for thinking and being alone.
Time to gather life together
before it unravels like an old jump rope
and comes apart at the ends.

5 Suddenly I notice the silence.
The noisy tug-of-war has stopped.
I get up to check out back,
see what my girls are up to now.

[1]**plait:** to braid



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I look out over the kitchen sink,
where the sweet potato plant
spreads green in the window.
They sit quietly on the back porch steps,
Melinda plaiting Carla's hair
into a crooked braid.

6 Older daughter,
you are learning what I am learning:
to gather the strands together
with strong fingers,
to keep what we do
from coming apart at the seams.

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31. While the speaker plaits her hair, she realizes that she

A. is pleased that her work is done.
B. has little time to sit and reflect.
C. wishes her mother could be there.
D. has unhappy childhood memories.

32. "Now my hands work swiftly, doing easy what was once so hard to do."

These lines imply that the speaker now plaits in movements that are

A. careless.
B. elegant.
C. practiced.
D. unsteady.

33. The speaker decides to look for Melinda and Carla because she

A. wants to teach them how to plait their hair.
B. thinks it is too late to be playing outside.
C. wants to ask them to help prepare supper.
D. thinks they have become unusually quiet.

34. "Time to gather life together
before it unravels **like an old jump rope**
and comes apart at the ends."

The poet uses the simile **like an old jump rope** to show that the speaker

A. works to keep the parts of her life connected.

B. has enjoyed a long and satisfying life.

C. wishes she had a more exciting life.

D. thinks that life is just a game.

35. Identify the flashback in the poem. Explain how the use of flashback contributes to the mood of the poem. Write your answer in the **Answer Document**. (2 points)

36. "Older daughter,
you are learning what I am learning:
to gather the strands together
with strong fingers,
to keep what we do
from coming apart at the seams."

The speaker and her older daughter are alike in that they are both learning to

A. enjoy their lives more.

B. lead more independent lives.

C. create a sense of order in their lives.

D. accept changes in their lives.

## Shifting Sands

1 The carpeted holes of a miniature golf course lie buried beneath many feet of sand. Now and again, depending on how the winds blow, the turrets of a small castle that once guarded the eighth hole reappear above one edge of the massive sand dunes named Jockey's Ridge.

2 Jockey's Ridge is the largest natural sand dune system in the eastern United States. Nearly 100 feet tall and lacking vegetation, the dunes cover more than 400 acres on the thin strip of land in North Carolina known as the Outer Banks.

3 The sand is blown back and forth by the prevailing winds, so the dunes are always moving. In the summer, lighter southwest winds move the sands one way, then stronger winter winds from the northeast move them back again. In fact, these winds cause the dunes to move three to six feet southwest each year.

4 Over time, man-made structures have been no match for the shifting sands. In the late 1880s, one hotel was covered by sand before it could be completely dismantled and moved to a nearby site. More recently, the brick-lined holes of a miniature golf course were buried under the sand.

5 The Jockey's Ridge dunes were originally formed when strong hurricane storm waves picked up sand from the shoals off the North Carolina coastline and deposited it on the shore. Each year the winds took it from there, and, grain by grain, a series of dunes developed.

6 Jockey's Ridge is a popular tourist attraction. During most of the year, the dunes are filled with visitors running up, rolling down, and hang gliding from the immense sand hills. Climbers enjoy sunrises over the ocean and sunsets over the sound at the beginning and end of each day.



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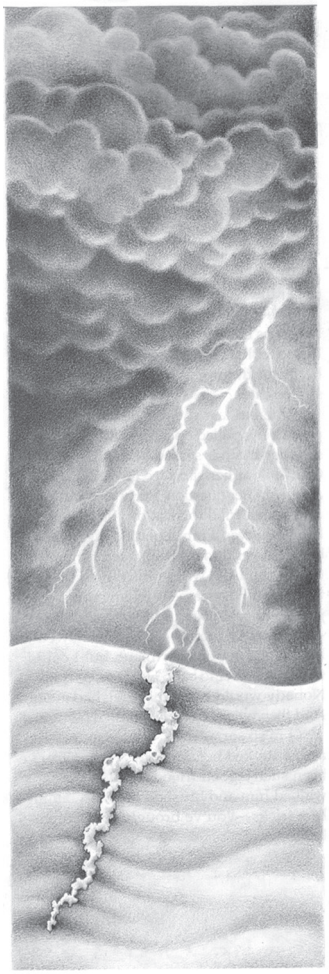
7 The sand is hot in the summer. It can be thirty degrees hotter than the air temperature. The dunes attract many lightning strikes with their high profile along the flat shoreline. When lightning hits the sand, the temperature can reach 15,000°C, or twice the temperature of the surface of the sun, melting the quartz sand into silica glass tubes called fulgurites, which can be as long as six feet.

8 Over the last quarter of a century, Jockey's Ridge has moved several hundred feet southwest and has begun to flatten out, threatening to bury nearby houses and roads. Scientists and local residents are studying the process carefully, trying to understand why the dunes now seem to be steadily moving and shrinking, and what should be done about it.



9 Many geologists believe that the dune migration is a natural process, perhaps the result of changes in wind patterns over recent years. Others believe that commercial and residential development of the barrier islands has interfered with the cycle of shifting sand on Jockey's Ridge.

10 Debate continues about what to do with the moving dunes. Should at-risk areas of the dunes be fenced in, or should dump trucks be used to keep moving the sand back where people want it to be? Should plants and grass be grown on the dunes to keep them from moving, or should the dunes be allowed to go whichever way the wind blows?

11 While each proposal for handling the moving sands of Jockey's Ridge has its own set of problems and issues, one thing is certain. The turrets of the castle that used to decorate the now-buried miniature golf course are an eerie reminder of the vastness and power of the moving dunes.

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37. The author most likely included the information in the first two paragraphs of the passage to

    A. establish the significance of Jockey's Ridge.

    B. describe how Jockey's Ridge got its name.

    C. emphasize how quickly the sand dunes formed.

    D. prove that researchers have studied sand dunes.

38. Which statement is best supported by the picture on page 20?

    A. Winds cause the dunes to move three to six feet each year.

    B. Jockey's Ridge is located in an area known as the Outer Banks.

    C. Buildings have been no match for the massive sand dunes.

    D. The Jockey's Ridge dunes were formed from sand deposited by hurricane winds.

39. What is this passage mostly about?

A. what happens when lightning strikes along a shoreline

B. the history and uncertain future of a sand dune system

C. how a miniature golf course disappeared under a sand dune

D. the effects of summer and winter winds on a coastal community

40. "The dunes attract many lightning strikes with their **high profile** along the flat shoreline."

What does the author mean when she describes the dunes as having a **high profile**?

A. They are well-known by many famous people.

B. They are taller than other objects in the area.

C. Their dampness attracts powerful electrical charges.

D. Their outline is visible from a distance along the beach.

41. What are two theories about the shifting of sands on Jockey's Ridge? Using information from the passage, describe two possible solutions to the problem of sand migration. Write your answer in your **Answer Document**. (4 points)

42. What was the most likely reason for including the information about fulgurites in this passage?

A. to warn readers of a danger at the sand dunes

B. to explain why the sand is so hot in the summer

C. to prove the sand dunes should be left undisturbed

D. to describe an unusual phenomenon in the sand dunes

43. How is the information in this passage organized?

A. A theory of how sand dunes were formed is followed by factual evidence.

B. An opinion about managing sand dunes is supported with researched facts.

C. An explanation of problems related to sand dune migration is followed by possible solutions.

D. A description of methods used to control sand dunes is presented in chronological order.

44. The author most likely wrote this passage in order to

A. explain the potential dangers of natural events.

B. criticize the developers who build on Jockey's Ridge.

C. attract tourists to the Outer Banks of North Carolina.

D. describe how an act of nature can have far-reaching effects.

STOP