OKLAHOMA STATE DEPARTMENT OF

EDUCATION

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests (OCCT)
Grade 7 Mathematics and Reading

PARENT, STUDENT, AND TEACHER GUIDE

2012–2013

Oklahoma State Department of Education

Testing Dates
2013 School Year

Paper/Pencil Multiple-Choice Testing
April 10–24, 2013

Online Mathematics and Reading Testing
April 10–May 3, 2013

Mc Graw Hill Education | **CTB**

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 and Reading. Geography will be administered as a field test this year.

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,
Your 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 C³ 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 C³* standards and objectives. Tests have been developed by national test publishers that specifically measure the *Oklahoma C³* standards and objectives at Grade 7. 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 and Reading, 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 7 will take online Multiple-Choice tests in Mathematics and Reading, and Geography will be administered as a field test.

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 C³* standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions. Finally, information regarding preparing for testing to the Common Core State Standards is presented.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace studying based on the *Oklahoma C³* standards and objectives, which serve as the foundation for the tests. **To access a practice test, go to www.ctb.com/ok and click on the Experience Online Testing (Student) button.**

General Test-Taking Tips:

DO…   read this guide carefully and complete the practice tests.

DO…   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.

DON'T…   wait until the last minute to study for the test. These tests cover a lot of material, and you cannot learn it all in a short amount of time.

DON'T…   worry about the tests. Students who are calm and sure of themselves do better on tests.

Tips for the Online Multiple-Choice Tests:

DO…   read each question and every answer choice carefully. Choose the best answer for each question.

DO…   check your work if you finish your test early. Use the extra time to answer any questions that you skipped.

DO…   read the selections on the Reading test carefully.

DO…   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.

DO…   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 7 take Multiple-Choice tests in Mathematics and Reading. This year, Geography will be administered as a field test.

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 exiting an online test.

The following sections

- list the *Oklahoma C³ 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 Common Core State Standards.

Oklahoma C³ Standards

The *Oklahoma C³ Standards* that are eligible for testing in the Grade 7 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.

Please note that not all *Oklahoma C³* standards and objectives are appropriate for the statewide assessment. This guide includes only the *Oklahoma C³* standards and objectives that are assessed by the OCCT and are based on the 2009 revision for Mathematics and the 2010 revision for Reading.

Mathematics (Process)—Grade 7

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 multi-step and nonroutine 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 7

Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use number properties and algebraic reasoning to identify, simplify, and solve simple linear equations and inequalities.

1. Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables (e.g., as the value of x increases on a table, do the values of y increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change).

2. Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $-2x + 4 = -2$).

3. Inequalities: Model, write, solve, and graph one-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

    a. Compare and order positive and negative rational numbers.

    b. Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers (e.g., the square root of 12 is between 3 and 4).

2. Number Operations

    a. Solve problems using ratios and proportions.

    b. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).

    c. Simplify numerical expressions with integers, exponents, and parentheses using order of operations.

Standard 3: Geometry—The student will apply the properties and relationships of plane geometry in a variety of contexts.

1. Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.

2. Identify and analyze the angle relationships formed by parallel lines cut by a transversal (e.g., alternate interior angles, alternate exterior angles, adjacent, and vertical angles).

3. Construct geometric figures and identify geometric transformations on the rectangular coordinate plane (e.g., rotations, translations, reflections, magnifications).

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

1. Develop and apply the formulas for perimeter and area of triangles and quadrilaterals to solve problems.

2. Apply the formula for the circumference and area of a circle to solve problems.

3. Find the area and perimeter of composite figures to solve application problems.

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

1. Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).

2. Probability: Determine the probability of an event involving "or", "and", or "not" (e.g., on a spinner with one blue, two red and two yellow sections, what is the probability of getting a red or a yellow?).

3. Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 7 Mathematics
Test Blueprint
School Year 2012–2013

The Test Blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Oklahoma C³ **Standards and Objectives**	**Ideal Number of Items***	**Ideal Percentage of Items****	**Reporting Category*****
Algebraic Reasoning: Patterns and Relationships	**15**	**30%**	**15**
Linear Relationships (1.1)	5		5
Solving Equations (1.2)	5		5
Solving and Graphing Inequalities (1.3)	5		5
Number Sense and Operation	**11**	**22%**	**11**
Number Sense (2.1)	5		5
Number Operations (2.2)	6		6
Geometry	**8**	**16%**	**8**
Classifying Figures (3.1)	1–3		4
Lines and Angles (3.2)	1–3		
Transformations (3.3)	4		4
Measurement	**9**	**18%**	**9**
Perimeter and Area (4.1)	5		5
Circles (4.2)	2		4
Composite Figures (4.3)	2		
Data Analysis	**7**	**14%**	**7**
Data Analysis (5.1)	2		5
Central Tendency (5.3)	3		
Probability (5.2)	2		2
Total Test	*50*	*100%*	*50*

*   A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly. each future test will move toward closer alignment with the ideal blueprint.

**   Percents are approximations and may result in a sum other than 100 due to rounding.

***   Objectives have been grouped for reporting purposes only.

The *Oklahoma C³ Standards* correspond to the *PASS* standards. In 2014–2015 the Common Core State Standards will be assessed.

Reading—Grade 7

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

   a.   Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.
   Example: Understand and use in speaking and writing foreign words that are often used in English such as *lasagne* (Italian), *sauerkraut* (German), and *déjà vu* (French).

   b.   Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.
   Example: Analyze the roots, prefixes, and suffixes of subject-area words such as *telescope*, *geography*, and *quadrant*.

3.   Idioms and Comparisons—Identify and explain 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 *the apple of his eye* or *beat around the bush*.

   b.   Analogies: comparisons of the similar aspects of two different things.

   c.   Metaphors: implies comparisons, such as *The street light was my security guard.*

   d.   Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet.*

Standard 3:   Comprehension—The student will interact with the words and concepts in a 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 7, 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.

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1. Literal Understanding

    a. Apply prereading 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, or persuaded.

        • Preview the material and use prior knowledge to make connections between text and personal experience.

    b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).

    c. Show understanding by asking questions and supporting answers with literal information from text.

2. Inference and Interpretation

    a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.

    b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

3. Summary and Generalization

    a. Summarize the main idea and how it is supported with specific details.

    b. Recall major points in the text and make and revise predictions.

    c. Recognize the importance and relevance of details on the development of the plot.

    d. Support reasonable statements by reference to relevant aspects of text and examples.

4. Analysis and Evaluation

    a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.

    b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

    c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.

    d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.

    e. Distinguish between stated fact, reasoned judgment, and opinion in text.

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.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

    a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

    b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

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, resolution, character, setting, theme, and point of view.

   b. Identify and explain techniques of direct and indirect characterization in fiction.

   c. Describe how the author's perspective, argument, or point of view affects the text.

   d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will 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. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

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

1. Accessing Information—Select the best source for a given purpose.

   a. Use library catalogs and computer databases to locate sources for research topics.

   b. Access a variety of primary and secondary sources to locate information relevant to research questions.

   c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).

   d. Use organizational strategies as an aid to comprehend increasingly difficult content material.

   e. Note instances of persuasion, propaganda, and faulty reasoning in text.

   f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

2. Interpreting Information—The student will 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, graphic organizers, or note cards).

   b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.

   c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.

   d. Determine the appropriateness of an information source for a research topic.

   e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 7 Reading
Test Blueprint
School Year 2012–2013

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Oklahoma C³ **Standards and Objectives**	**Ideal Number of Items***	**Ideal Percentage of Items***
Vocabulary	**10**	**20%**
Words in Context (1.1)	3–4	
Word Origins (1.2)	3–4	
Idioms and Comparisons (1.3)	3–4	
Comprehension/Critical Literacy	**20**	**40%**
Literal Understanding (3.1)	4	
Inferences and Interpretation (3.2)	4–6	
Summary and Generalization (3.3)	4–6	
Analysis and Evaluation (3.4)	4–6	
Literature	**12**	**24%**
Literary Genres (4.1)	4	
Literary Elements (4.2)	4	
Figurative Language/Sound Devices (4.3)	4	
Research and Information	**8**	**16%**
Accessing Information (5.1)	4	
Interpreting Information (5.2)	4	
Total Test	*50*	*100%*

*   A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

**   Percents are approximations and may result in a sum other than 100 due to rounding.

   The *Oklahoma C³ Standards* correspond to the *PASS* standards. In 2014–2015 the Common Core State Standards will be assessed.

Scoring Criteria

Scoring criteria focus on the clear understanding of the reading process, effective understanding and application of responding to text, and effective understanding and analysis of information and research.

Multiple-Choice Practice Tests

Student Directions

1. Multiple-Choice practice tests for each of the subjects assessed are provided in the sections that follow. Each practice test includes 15 questions that are similar to the questions on the OCCT.

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 guide. 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 15 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. 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.

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

Colin printed a picture of a square from his computer. The picture had an area of 64 square centimeters. What was the length of each side of the square?

A 7 cm

B 8 cm

C 9 cm

D 16 cm

Sample B

Maria recorded these temperatures during a science experiment.

$$-6 \text{ °F}, -5.8 \text{ °F}, -5.1 \text{ °F}, -15 \text{ °F}, -6.4 \text{ °F}$$

Which list shows the temperatures in order from least to greatest?

A −5.1 °F, −5.8 °F, −6 °F, −6.4 °F, −15 °F

B −5.1 °F, −5.8 °F, −6.4 °F, −6 °F, −15 °F

C −15 °F, −6.4 °F, −6 °F, −5.8 °F, −5.1 °F

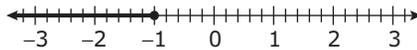**D** −15 °F, −6 °F, −6.4 °F, −5.1 °F, −5.8 °F

Go On ⟶

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1 Which of these expresses all of the solutions to this inequality?

$$4x \geq 68$$

A $x > 64$

B $x \geq 64$

C $x > 17$

D $x \geq 17$

---

2 Which inequality represents the solution set shown on the number line?

A $n < -1$

B $n \leq -1$

C $n > -1$

D $n \geq -1$

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3 The Menendez family paid $45 for a meal at a restaurant. They left a tip that was 20% of the cost of the meal. How much was the tip?

A $0.20

B $0.90

C $2.00

D $9.00

Go On ⟶

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4 There are 42 students in Kim's band class. Of those students, 31 are girls. Which proportion can be used to find *x*, the percent of students in the class that are boys?

A $\dfrac{31}{42} = \dfrac{x}{100}$

B $\dfrac{11}{31} = \dfrac{x}{100}$

C $\dfrac{31}{11} = \dfrac{x}{100}$

D $\dfrac{11}{42} = \dfrac{x}{100}$

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5 Which model represents 3^2?

A
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• • •
• • •
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B
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• •
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C
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• • • •
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D
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• • •
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6 Which whole number is <u>closest</u> to the value of $\sqrt{126}$?

A 10

B 11

C 12

D 13

15

7 **Which kind of triangle has angles with these three measures?**

| 45°, 45°, and 90° |

A equilateral

B obtuse

C right

D acute

8 **The drawing shows parallel lines *l* and *m* intersected by transversal *t*.**
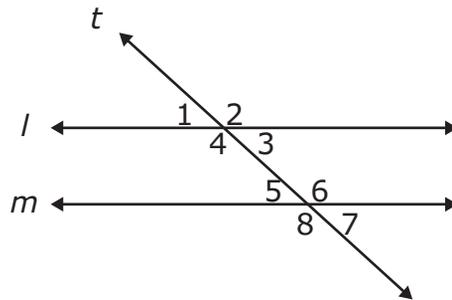
Which statement <u>best</u> describes angles 1 and 5?

A They are interior angles.

B They are vertical angles.

C They are complementary angles.

D They are corresponding angles.

16

9 **The figure shown is made up of a rectangle and a semicircle.**
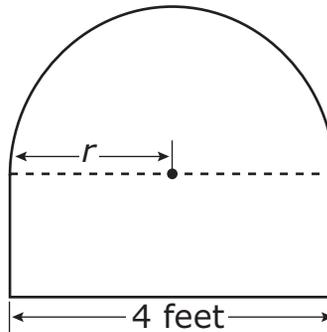
What is the area, in square feet (sq ft), of the semicircle?

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

A 2π sq ft

B 4π sq ft

C 8π sq ft

D 16π sq ft

Go On

10
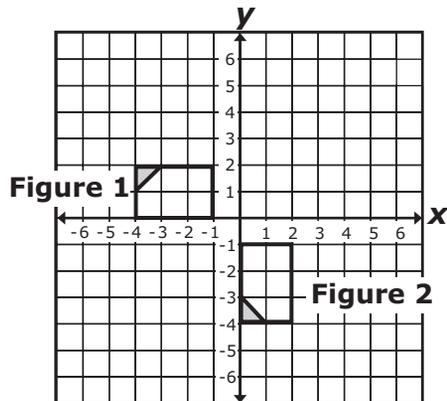
Which best describes the one-step transformation in position from Figure 1 to Figure 2?

A reflection

B translation

C rotation

D dilation

11 **The shaded figure on the grid is a quadrilateral.**
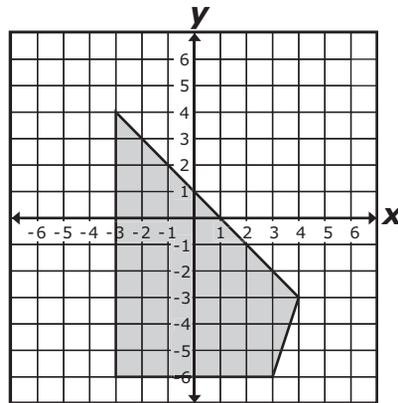
□ = 1 sq unit

Which is <u>closest</u> to the area, in square units, of the quadrilateral?

A 39 sq units

B $42\frac{1}{2}$ sq units

C 44 sq units

D $45\frac{1}{2}$ sq units

Go On —→

12 Tomas used a string with a piece of chalk tied to one end to draw a circle on the sidewalk. He held one end of the string on the sidewalk and then drew the circle using the chalk tied to the other end. The area of the circle was about 113 square inches. Which is <u>closest</u> to the length of the string?

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

A 6 in.

B 12 in.

C 18 in.

D 36 in.

13 When Norma bought lunch at a restaurant, she was given a scratch-off game card with this statement:

1 out of 8 cards is a winner!

What is the probability that Norma did <u>not</u> receive a winning game card?

A 8%

B 12.5%

C 87.5%

D 92%

Go On ⟶

14 The prize wheel at the school fair is divided into 6 sections of equal size. The sections are numbered 1 through 6.

Prize Wheel
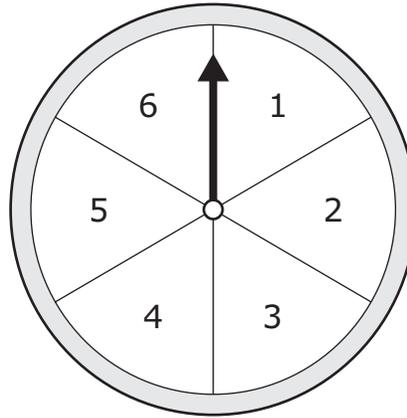
If the arrow is spun once, what is the probability that it will stop on a section labeled with an even number divisible by 3 <u>or</u> a section labeled with an odd number?

A $\frac{1}{6}$

B $\frac{1}{2}$

C $\frac{2}{3}$

D $\frac{5}{6}$

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15 Lin's first 4 quizzes had a mean score of 80%. If he scores 100% on his next quiz, what will be his mean quiz score for these 5 quizzes?

A 82%

B 84%

C 86%

D 90%

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.

The Best Fit

1   After school, Tanner went straight to the gym. He couldn't wait to check the list to see if he'd made the basketball team. Seeing that his name wasn't there, Tanner sadly walked away, wondering if he could do anything well.

2   About that time, Coach Jenkins caught up with Tanner and told him how sorry he was that Tanner had not made the team.

3   "Tanner, you're the most organized kid I know," said Coach Jenkins. "No matter what the sport or activity is, you always know what needs to be done, and you do it without complaining. That's why I'd like for you to be our team manager."

4   "I never realized that being a manager required so much skill. If you really need me, I'll be glad to do it," Tanner said, smiling.

5   "Great!" Coach Jenkins said as he smiled back.

Sample A

Coach Jenkins describes Tanner as

A having athletic abilities.

B being knowledgeable.

C being well organized.

D having many talents.

Sample B

At the end of the story, Tanner feels

A clever.

B pleased.

C bewildered.

D discouraged.

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

Camping in the Cold

1   The wind blows cold
And carries on it the scent of snow,
Crisp, clear, crackling.

Perfect weather for a cozy fire
5   And a good book and salty popcorn.
Yet here I am,
Camping in this barren forest
With my parents
Who do not tolerate bad attitudes.

10 So though my cheeks are chapped red
And my nose continuously sniffles
I hike through the woods like a pro.
My feet push through piles of leaves.
Crunch, crunch, crunch

15 We echo through the woods
Eerily quiet except for the wind howling past us,
As even the squirrels know it is time to be
Inside somewhere warm.

My parents laugh and bare their teeth to the wind.
20 They thrive on adventure and challenges;
I thrive on cold soda and cake.
But here I am, burning hot dogs over a blazing fire.

Darkness falls like a curtain
Over the tall trees towering above us
25 And then it is time for sleep.

I lie still with eyes wide, staring into the darkness
And the night sounds of the forest
Come alive, like a small child creeping downstairs
For a forbidden glass of milk after bedtime.

30 The trees' bare branches beat together like bones
Clacking in the wind,
A steady drumbeat.

The rustling of 'possums and raccoons
Drifts by now and then
35 And owls hoot softly, in the distance and now nearby,
Their cries making my skin suddenly shiver.

I listen in wonder, never having noticed
The symphony of sounds to be discovered in the woods
When people are not talking or walking,
40 When we have time to just wait and be still.

But my eyes are getting heavy
As warmth steals through my body
Tired from its hiking
I am cozy and I am safe, with my parents nearby.

45 I could be at home with a book
But instead I am here, sleeping among the wild things,
Breathing in the aroma of pine and mold,
Part of nature in its barren beauty.

Tomorrow we will fish and rock climb;
50 Tomorrow I will watch for sparrows and woodlarks;
Tomorrow my smile will be a real one.

I drift off to sleep to the lullaby of the woods,
An unusual but powerful tune.

Go On ⟶

1 Using the relationship expressed in line 12 of the poem, complete the following analogy.

Forest is to hiking as pool is to

A swimming.

B camping.

C summer.

D water.

2 What is the **main** purpose for reading "Camping in the Cold"?

A to be informed about how to camp safely

B to be entertained with a camping narrative

C to be persuaded that camping is exhausting

D to be informed about a local winter campground

3 "Camping in the Cold" is **mainly** about someone who

A likes to eat unhealthy foods.

B prefers to spend time reading.

C learns to appreciate the forest.

D wishes to be in a warmer climate.

4 The reader can tell that "Camping in the Cold" is a poem because it

A tells a story.

B uses stanzas.

C is rather short.

D uses punctuation.

5 In stanza 13, what is the effect of the repetition of "Tomorrow"?

A It shows thankfulness that the trip is almost over.

B It builds anticipation for the next day of camping.

C It proves that the narrator is very good at camping.

D It emphasizes the scheduled events that are planned.

Go On ⟶

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

Theodore's Love of Nature

1   A child was born on October 27, 1858, in New York City. Perhaps no one at that time realized what a great asset this boy would be to the United States of America. Although the boy struggled with a respiratory condition, he would grow to possess a great deal of physical strength. He would also help to preserve those things that were important to him and important to future generations. This boy's name was Theodore Roosevelt, and he would become the 26th President of the United States of America.

2   Theodore's parents encouraged their children to be interested in and curious about the world around them. However, Theodore had been born with asthma, an illness that limited his childhood activities. Because his asthma kept him indoors most of the time, Theodore read from any book that he could obtain.

3   Theodore, however, did not view his situation as a problem. Even though he enjoyed the time he was able to spend outside and developed a love of nature, he found a way to bring his love of nature inside by reading about the outside world. He enjoyed being studious and thought that he would probably study nature as an adult. Theodore made good use of his time, both inside and outside, keeping a detailed notebook of the observations he made of different insects and animals. He eventually turned a room in his home into a museum that he called "The Roosevelt Museum of Natural History." Here, Theodore would study and display various specimens of live animals.

4   One summer as Theodore's family was vacationing outside of the busy city, Theodore learned different birdcalls. He would call out to a bird, and it would fly to him. One day, 75 swallows that were migrating through the area flew right into the Roosevelt country house.

5   Although Theodore's mind was quite active, his asthma concerned his father, who wanted his son to lead an active life. One day, Theodore's father talked privately to his son. He told young Theodore that he needed to build his body to match his mind. After that, Theodore worked hard at making his body strong. He lifted weights and watched as his body slowly became stronger.

6   As Theodore matured into a man, he combined his love of nature with his desire to keep his body physically strong. He proved to himself how strong he had become when he climbed Mount Marcy, the highest peak in the Adirondack mountain range in Vermont. Later in life, he completed another amazing physical feat when he discovered where a river called the River of Doubt in Brazil originated. Because of this discovery, the Brazilians renamed the river Rio Teodoro, after Theodore.

7   As President of the United States, Theodore's love of nature led him to contribute greatly to conservation efforts. One of his contributions included increasing the national forests by 40 million acres. He also created five national parks and several national monuments and bird shelters.

8   Theodore Roosevelt lived to be 60 years old. He lived a full and happy life by challenging himself and by being true to the causes that he knew were important for future generations.

Go On ⟶

6 In paragraph 3, the author described Roosevelt as <u>studious</u>, which means that he

A liked studying indoors.

B was devoted to studying.

C was capable of studying.

D preferred studying alone.

7 The reader can conclude that Roosevelt

A dreamed as a child of becoming president.

B was best known for his many outdoor adventures.

C was determined to overcome his physical limitations.

D believed personal experience was better than reading a book.

8 Which key words would <u>best</u> help a student locate more information on the Internet about Mount Marcy?

A Adirondack mountain

B Vermont river

C Rio Teodoro

D New York

Go On ⟶

9 **Where would a student look to find the <u>most</u> recent information on conservation efforts?**

A an atlas

B an almanac

C an online site

D an encyclopedia

10 **Which strategy would a student use to compare events in Roosevelt's life and other historical events?**

A chart

B graph

C outline

D timeline

11 **Which source would <u>best</u> help the reader visualize the 40 million acres set aside by Roosevelt for national forests?**

A a documentary about conserving our forests

B a map showing the layout of these national forests

C a photograph of different scenes in these national forests

D a television show about the people who visit national forests

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

The Stick Game

1   A pile of special sticks lay outside the meeting house on a small island in New Zealand. They appeared to be ordinary three-foot long sticks. However, these were unique, made from the branches of the Pohutakawa tree. The bark was worn off in the middle of each stick.

2   After quickly completing a few household chores, the Maori children dashed out of their simple New Zealand homes. The day was hot and dry. They were dressed lightly, not bothering with shoes. Soon a small group of children gathered in the courtyard and the special sticks were no longer idle.

3   Twelve year old Ulana was the first to pick up the sticks. She grasped her two favorite sticks in the middle and held them up and down, like posts. She was a lioness exhibiting the confidence of a Maori leader. Other children followed, each choosing their own pair of sticks. They knelt in a crooked circle outside the meetinghouse and began to chant.

4   As they chanted, Ulana thumped her sticks on the ground, banged them together, and then threw them, upright, to the child on her right. The game continued in this way, with children banging and throwing sticks to the rhythm of the chant. When a stick was dropped, the child left the circle.

5   The older women were cooking meals over open fires as the men passed by with strings of fish. The adults watched the children's game approvingly. Children were supposed to be cheerful and carefree, and playing Ti Rakau was considered an important learning activity.

6   The stick game, or Ti Rakau, is an important traditional activity for the Maori people. They believe it teaches the children improved coordination and accuracy. The game helps them become skilled at tasks, such as hunting and building, and teaching them teamwork. Sometimes only two people play, tossing the sticks back and forth, while at other times as many as forty people participate. To be recognized as a successful Ti Rakau player is a great honor.

7   Ulana usually won because her hands were quick and agile, like the movements of a dolphin. She rarely missed a toss in her direction. Because of this success, people in the village felt that Ulana would eventually become an important leader in the village.

8   With a voice of a canary, Ulana sang the chant loud and clear. She watched the other children as the sticks moved from one to the other. Soon, the sticks were passed to a young boy, Kimo, who dropped the sticks and sadly left the circle.

9   Ulana knew Kimo would drop the sticks; he usually did. He was not as skilled as the other children, and he was often the first child to leave the game. Still Kimo was always eager to play again when a new game started. He had heart.

10   Ulana knew this and believed Kimo would one day prove to the others that he could win. He was her younger brother's friend, and as they played, she had observed that Kimo was kind, thoughtful, and intelligent. Now as the game ended, she was once again the last one holding the sticks, but she felt little joy. "When the same person wins all the time," she thought, "victory has less meaning."

Go On ⟶

11   She looked around at the other children and said, "Let's play again." Everyone eagerly reformed a crooked circle.

12   Ulana started the chant and passed the sticks. The children eagerly joined in the game. Kimo sat to her right and even though he always lost, he was thrilled to be playing. Ulana carefully tossed the sticks to him.

13   One by one the other children dropped out. Ulana continued to pass the sticks with the greatest of care. Soon only Ulana and Kimo were left. They tossed the sticks for several turns. Then, unexpectedly, Ulana dropped her sticks and Kimo won.

14   Her younger brother spun around. "I saw you drop that stick," he whispered harshly. "Everyone knows you could have won. Why did you do that? Why did you let Kimo win?"

15   Ulana looked at the children jumping and cheering. A broad smile spread across Kimo's face. "That is why," she nodded. And this time, there was joy in victory.

Go On ⟶

12 **In paragraph 7, what does <u>agile</u> mean?**

A healthy

B nimble

C pretty

D large

13 **Ulana can <u>best</u> be described as**

A bossy.

B unselfish.

C aggressive.

D hardworking.

14 **Which is an <u>opinion</u> in the passage?**

A When a stick was dropped, the child left the circle.

B The older women were cooking meals over open fires . . .

C . . . bark was worn off in the middle of each stick.

D She exhibited the confidence of a Maori leader.

15 **What is the resolution in this passage?**

A Ulana purposely drops her sticks during the game.

B Ulana's brother asks her why she lost the game to Kimo.

C Kimo wants to play the game again despite losing the first game.

D Kimo is happy and is cheered by the other children for winning the game.

STOP

Preparing for Testing to the Common Core State Standards

"The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace." (www.corestandards.org)

Oklahoma's State Board of Education adopted the Common Core State Standards (CCSS) in 2010 along with the majority of other states. These next few years will be a time of transition as Oklahoma begins moving from our current *Oklahoma C³ Standards* curriculum to the CCSS. Transition will include teacher development, local curriculum revision, and test development for a new generation of state assessments. This transition will be complete and fully implemented by the 2014–15 school year.

In order to begin bridging to the requirements of the CCSS, students in Grade 7 will participate in field testing of five items aligned to the CCSS for Mathematics and five items aligned to the CCSS for Reading this year. Reading items will include one short constructed response item related to a passage. These newly developed CCSS-based items were reviewed by committees of Oklahoma educators in the summer of 2012. Students will not be scored on these field test items.

Mathematics CCSS

Ratios and Proportional Relationships (7.RP)

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
   c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.*

    d.   Explain what a point (*x, y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.

3.   Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System (7.NS)

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1.   Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

    a.   Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*

    b.   Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

    c.   Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

    d.   Apply properties of operations as strategies to add and subtract rational numbers.

2.   Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

    a.   Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

    b.   Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing realworld contexts.

    c.   Apply properties of operations as strategies to multiply and divide rational numbers.

    d.   Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3.   Solve real-world and mathematical problems involving the four operations with rational numbers.[1]

---

[1] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Expressions and Equations (7.EE)

Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry (7.G)

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

3. Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4.   Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

5.   Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

6.   Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability (7.SP)

Use random sampling to draw inferences about a population.

1.   Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

2.   Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations.

3.   Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*

4.   Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5.   Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6.   Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

   a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

   b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

   a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

   b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

   c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Reading CCSS

Literature

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

8. (Not applicable to literature)

9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics		
Number	Answer	*OK C³* Objective
Sample A	B	4.1
Sample B	C	2.1a
1	D	1.3
2	B	1.3
3	D	2.2b
4	D	2.2a
5	A	2.1b
6	B	2.1b
7	C	3.1
8	D	3.2
9	A	4.3
10	C	3.3
11	C	4.1
12	A	4.2
13	C	5.2
14	C	5.2
15	B	5.3

Reading		
Number	Answer	*OK C³* Objective
Sample A	C	3.1c
Sample B	B	3.2b
1	A	1.3b
2	B	3.1a
3	C	3.3a
4	B	4.1a
5	B	4.3c
6	B	1.2b
7	C	3.2a
8	A	5.1a
9	C	5.1b
10	D	5.2b
11	B	5.1a
12	B	1.1
13	B	3.4c
14	D	3.4e
15	D	4.2a

Oklahoma School Testing Program

Answer Sheet

To Measure *Oklahoma's C³ Standards*

Your State Superintendent of Public Instruction

Oklahoma State Department of Education
2013

Grade 7 — Multiple-Choice Practice Tests

Name

First in the Twenty-First

Mathematics

SAMPLES
A Ⓐ ● Ⓒ Ⓓ
B Ⓐ Ⓑ Ⓒ Ⓓ

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

5 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓐ Ⓑ Ⓒ Ⓓ
7 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓐ Ⓑ Ⓒ Ⓓ

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10 Ⓐ Ⓑ Ⓒ Ⓓ
11 Ⓐ Ⓑ Ⓒ Ⓓ
12 Ⓐ Ⓑ Ⓒ Ⓓ

13 Ⓐ Ⓑ Ⓒ Ⓓ
14 Ⓐ Ⓑ Ⓒ Ⓓ
15 Ⓐ Ⓑ Ⓒ Ⓓ

Reading

SAMPLES
A Ⓐ Ⓑ ● Ⓓ
B Ⓐ Ⓑ Ⓒ Ⓓ

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

5 Ⓐ Ⓑ Ⓒ Ⓓ
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15 Ⓐ Ⓑ Ⓒ Ⓓ