SAMPLE TEST

Reading/Literature

GRADE 8

2009-2011

Vocabulary
Read to Perform a Task
Demonstrate General Understanding
Develop an Interpretation
Examine Content and Structure: Informational Text
Examine Content and Structure: Literary Text
It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

Office of Assessment and Information Services
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310-0203
(503) 947-5600

A product of the Oregon Statewide Assessment Program, Oregon Department of Education

Susan Castillo
State Superintendent of Public Instruction

Ken Hermens
Language Arts Assessment Specialist

Doug Kosty
Assistant Superintendent

Leslie Phillips
Science and Social Sciences Assessment Specialist

Tony Alpert
Director, Assessment and Evaluation

James Leigh
Mathematics Assessment Specialist

Steve Slater
Manager, Scoring, Psychometrics and Validity

Guillaume Gendre
Education Program Specialist

Kathleen Vanderwall
Manager, Test Design and Administration

Sheila Somerville
Electronic Publishing Specialist

Holly Carter
Assessment Operations and Policy Analyst

Kathy Busby
Project Manager

“Mother to Son” reprinted by permission of Harold Ober Associates Incorporated. Copyright as given by Random House for print component.


INTRODUCTION TO READING AND LITERATURE
SAMPLE TESTS

The Oregon Department of Education provides sample tests to demonstrate the types of reading selections and questions students at grades 3 through 8 and grade 10 might encounter on the Oregon Statewide Assessment administered each year. Passages on the test represent literary, informative and practical reading selections students might see both in school and other daily reading activities. These sample questions were taken from previous years’ tests. They were designed to assess students’ abilities to:

- understand vocabulary meaning within the context of a selection;
- locate information in common resources (Read to Perform a Task);
- understand information that is directly stated (Demonstrate General Understanding);
- understand ideas which are not directly stated but are implied (Develop an Interpretation);
- analyze informative reading selections and form conclusions about the information (Examine Content and Structure of Informational Text);
- analyze literary selections and form conclusions about them (Examine Content and Structure of Literary Text).

WHY PROVIDE STUDENTS WITH A SAMPLE TEST?

Most students feel some anxiety when they approach a test. The more confident students feel about their knowledge of the topic, the less anxious they will feel. It also may help students feel less anxious if they are familiar with the types of reading selections and questions they will encounter on the test. It is important that students feel comfortable with the test format and have some test-taking strategies to help them achieve the best possible score.

HOW TO USE THE SAMPLE TEST

The Oregon Department of Education has provided sample tests periodically beginning in 1997. The latest—Sample Test 2009-2011—appears in the student test booklet here. Students may take this sample test as a practice activity to prepare for the actual test.

A list of test-taking strategies and tips follows this introduction. Teachers may use the tips to:

- generate individual and class discussion;
- call attention to helpful strategies students can use to prepare for and take the test; and
- share ideas with parents of ways to help reduce test anxiety and promote good study habits at home.

In addition to gaining practice in reading and answering test questions in a paper and pencil format, students also may benefit from taking an online practice test. An online practice test is available on the OAKS online system. For this paper opportunity, an answer sheet for students to mark is provided at the end of each student test booklet.

An answer key for each test is provided at the end of each of the sample tests. In addition to the correct answer, the key also identifies which reporting category each question is designed to assess (Vocabulary, Read to Perform a Task, Demonstrate General Understanding, Develop an Interpretation, and Examine Content and Structure: Informational and Literary Text).

A table below the answer key converts the number of items correct on the sample test to a score similar to the scores students will receive on the Oregon Statewide Assessment (called a RIT score). However, this test is only a practice test. Scores on this sample test may not be substituted for the actual Oregon Statewide Assessment.

In using the sample test, teachers may wish to have students take the entire sample test, or complete a passage and its questions and then discuss it in class before proceeding to the next selection. Students may benefit from re-reading the passages and analyzing both the correct and incorrect answers.

Sample tests also may be shared with parents to help them understand the types of questions their child will encounter on the test and to practice with their child.

Sample questions may be reprinted in newsletters or shared at community meetings to help constituents better understand the state assessment system. Although the sample tests are not as comprehensive as the actual tests, they do provide examples of the subject area content and difficulty level students will encounter as part of Oregon’s high academic standards.
Test-Taking Tips
Students: Use these tips to help you prepare for the test.

Before the test
► Develop a positive attitude. Tell yourself, “I will do my best on this test.”
► Get a good night’s sleep the night before the test.
► Get up early enough to avoid hurrying to get ready for school.
► Eat a good breakfast (and lunch, if your test is in the afternoon).

During the test
► Stay calm.
► Listen carefully to the directions the teacher gives.
► Ask questions if you don’t understand what to do.
► Before you read a selection on the test, preview the questions that follow it to help focus your reading.
► After reading a selection, read the entire question and all the answer choices. Stop and think of an answer. Look to see if your answer is similar to one of the choices given.
► Read each test question carefully. Try to analyze what the question is really asking.
► Slow down and check your answers.
► Pace yourself. If you come to a difficult passage or set of questions, it may be better to skip it and go on, then come back and really focus on the difficult section.
► This is not a timed test. If you need more time to finish the test, notify your teacher.

► If you are not sure of an answer to a question try these tips:
  - Get rid of the answers that you know are not correct and choose among the rest.
  - Read through all the answers very carefully, and then go back to the question. Sometimes you can pick up clues just by thinking about the different answers you have been given to choose from.
  - Go back and skim the story or article to see if you can find information to answer the question. (Sometimes a word or sentence will be underlined to help you.)
  - If you get stuck on a question, skip it and come back later.
  - It is OK to guess on this test. Try to make your best guess, but make sure you answer all questions.

After the test
► Before you turn your test in, check it over. Change an answer only if you have a good reason. Generally it is better to stick with your first choice.
► Make sure you have marked an answer for every question, even if you had to guess.
► Make sure your answer sheet is clearly marked with dark pencil. Erase any stray marks.
► Don’t worry about the test once it is finished. Go on to do your best work on your other school assignments.
MOTHER TO SON

The following selection by Langston Hughes is about a mother relaying to her son an important lesson she has learned in her own life in hopes of encouraging him on…

Well, son, I’ll tell you:
Life for me ain’t been no crystal stair.
It’s had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I’ve been a-climbin’ on,
And reachin’ landin’s,
And turnin’ corners,
And sometimes goin’ in the dark
Where there ain’t been no light.
So boy, don’t you turn back.
Don’t you set down on the steps
‘Cause you finds it’s kinder hard.
Don’t you fall now—
For I’s still goin’, honey,
I’s still climbin’,
And life for me ain’t been no crystal stair.

1

The mother says that “Life for me ain’t been no crystal stair.” Used in this context, crystal means

A. transparent and colorless.
B. sharp and painful.
C. beautiful and flawed.
D. clear and smooth.
The mother’s dialect or manner of speaking helps to make the poem more

A. understandable.
B. realistic.
C. serious.
D. descriptive.

The mother tells her son to do all of the following EXCEPT

A. not to turn corners.
B. not to turn back.
C. not to fall.
D. not to set down.

The adjective listed that best describes the mother’s character is

A. pessimistic.
B. threatening.
C. cautious.
D. persevering.

The author’s use of a stairway to represent life is an example of

A. an allusion.
B. a hyperbole.
C. a metaphor.
D. personification.

Why do you think the author began and finished the piece with “Life for me ain’t been no crystal stair”?

A. To emphasize a key point
B. To make sure you understood the idea
C. To signify the passage of time
D. To highlight an unusual thought
THE DAWN’S EARLY LIGHT

In this selection, Katherine Harrington tells about one man’s view of an important night in America’s history.

JUST BEFORE THE ATTACK ON BALTIMORE, an American lawyer asked for permission to board one of the British ships. This was Francis Scott Key. He had come to ransom a friend, Dr. William Beanes, who had been taken prisoner. During the night of September 13, 1814, Key waited anxiously with the British fleet.

He watched bombs burst over Baltimore and heard American cannons explode in defense. Then, around 3 a.m. there was a silence. “What does it mean?” thought Key. “Has Baltimore, like Washington, been abandoned to the British?”

“Look for our flag,” said Dr. Beanes. “Does it still fly? Have we surrendered?”

Key studied the horizon. Little by little, the first rays of dawn began to light the sky. Suddenly, he shouted. High over Fort McHenry, America’s flag could still be seen! The city had survived.

In a state of great excitement, Key wrote down the feelings of suspense, gratitude, and pride he had just experienced. Later, his words—set to the melody of a popular English song—became the national anthem of the United States.

The passage states that Key had come to the British ship to ransom a friend. Used this way, ransom means

A. talk to in an effort to gain information.
B. travel with as a guide.
C. search for the purpose of stealing valuable items.
D. exchange something for the release of a prisoner.
8
As used in the passage, what does the word state mean?
   A. Nation or country
   B. Condition or mood
   C. Luxury or style
   D. Say or declare

9
Which of these events happens last in this selection?
   A. Key writes the words that become the national anthem.
   B. Washington is abandoned to the British.
   C. Key boards a British ship.
   D. Dawn lights the sky over Baltimore.

10
Why does the silence around 3 a.m. puzzle Key?
   A. He fears the British have won the battle and Baltimore is lost.
   B. He thinks the ships have sailed too far away.
   C. He’s sure the Americans have run out of ammunition.
   D. He wonders if the battle has moved to another place.

11
The author explains that Key is a lawyer because
   A. a lawyer who writes poetry is very unusual.
   B. a lawyer is the best person to work with a doctor.
   C. a lawyer can work with the enemy to free a prisoner.
   D. a lawyer can board any ship.

12
The author wrote the words Key and Beanes actually spoke in this selection because
   A. their conversation makes the story seem more realistic.
   B. the author was there and heard the men speak.
   C. dialogue is a part of all selections like this one.
   D. it shows us that Key knew what he was doing.
INTERNET RESEARCH

Your science teacher has asked you to do a report on energy. You decide to use the Internet as a resource. When you type “energy” into your search engine, you see the following list of categories and sites. Use this information to answer the questions.

Site Listings:
- Atoms Family, The – contains educational activities relating to different forms of energy, presented by famous gothic horror characters.
- BLOCON – Building Physics Computer Programs.
- DOE Information Bridge – provides access to full-text DOE research and development reports in physics, chemistry, materials, biology, environmental cleanup, energy technologies, and other topics.
- Ed’s News Page – the entry point to an interactive news server offering current awareness information services to energy industry professionals.
- Energy Qwest – energy education especially for kids from the California Energy Commission. Includes projects, experiments, and descriptions of many types of energy.
- Energy Web – fact sheets, simulations, software, links, and more.
- Energy.com – consumer, commercial and industrial energy information.
- EnergyFiles – provides energy-related scientific and technical information through connected worldwide resources.
- EnergyNet – an online project for grades 6-12 to help prepare students for today’s workplace. Students become energy consultants and conduct energy audits for their school.
- EnergySource.com – designed by a consortium of energy companies for consumers. Bulletin board, daily news stories, weather, stocks, company pages and more.
- Federal Energy Management Program – working to reduce the cost of government by advancing energy efficiency.
- ForEST: For Energy Science and Technology – discusses energy; what it is, what forms it may take, what processes and devices are used to store it, transport it, and convert it among different forms, and energy resource conservation.
- Glossary of Energy Terms – from absorptance to ZEV, definitions of often used energy-related vocabulary.
- RUS, the Surfin’ Squirrel – learn all about electricity, telecommunications, and running water utilities. A presentation of the USDA Rural Utilities Service.
- Tacis Eastern Energy Centres Project – projects in Russia, financed by the European Commission’s Tacis programme, for uniting the interests of producers and consumers of the energy resources.
- THERMIE – EU program to reduce energy consumption and the environmental impact of the production and use of energy, and to strengthen the technological basis of industry.
- United States REVERUP Page – description of recently patented electroplating technology (REVERUP), how it works, and fuel consumption tests at Southwest Research (ASTM Sequence VI).
- Wattage Monitor – nationwide, free service offering residential and commercial electric consumers their specific electric service options. Competing electric suppliers’ rates and services are shown by zip code in a comparative layout.
13
Several of these web sites use acronyms (initials that form words) as part of their title. Which of the following acronyms is explained in the site’s entry information?
   A. THERMIE
   B. BLOCON
   C. DOE
   D. ForEST

14
If you wanted to see if you were getting a good deal from the company that supplies electricity to your home, where would you look?
   A. Energy Source.com
   B. EnergyFiles
   C. DOE Information Bridge
   D. Wattage Monitor

15
Which site would you choose for information about careers in the field of energy?
   A. THERMIE
   B. EnergyNet
   C. Energy Qwest
   D. Ed’s News Page

16
The ForEST site would be a good source of
   A. general information about energy.
   B. information about energy software.
   C. news articles about energy.
   D. history of energy.
Have you ever felt that you needed to escape in the summer? Read this excerpt from Bailey White’s *Sleeping at the Starlite Motel* to see what this author learned when she left her hometown.

People in the eighteenth century were great believers in the benefit of one’s native air. The Campbells hoped that breathing the air of her birthplace for a year would bring Miss Jane Fairfax out from under her peculiar malaise, and one draught of her native air was sure to have cured Marianne Dashwood of her deadly putrid fever. But my native air—in the summertime a combination of heat and damp and green—is like air that has already been breathed.

In South Georgia in July there’s no color but green. Anything that doesn’t move sprouts a blanket of moss, and after every rain a green mist hangs in the air. The hydrangea bushes around my house grow up taller and taller until they spread their giant leaves against the windows, and the sunlight shining in is tinted green, and all the shadows have the shapes of leaves.

There is no distance in the color green, and a few weeks into July I feel as if I’m being smothered by verdure. That’s when I get on a train and ride as far away from my native air as that train will go. I ride north until I don’t know the names of the trees, and the birds sing out of tune, and in the afternoon there’s a definite shade of blue in the haze.

Vegetation up north does not take over houses, and color the air, and break the bones of little old ladies in their own backyards. Like a well-trained pet it respects its borders and sits, stays, and heels on command. The shade up north is cool, the sun shines lightly, and from a distance the great dark forest looks like a little toy thing that a child might rearrange in an idle moment, and the hayfield tucked up nearly into one edge of it might be laid down and smoothed with two fingers.

But I can’t stay gone forever. In the middle of August I get back on the train. It’s late afternoon when I step off in Georgia. A light rain hovers in the air. The heat has melted the sap in the pine trees and the dampness carries that bright smell. That night I lie in my
own bed, so glad to be off that train. I breathe in a draught of my
native air, so damp and green I can feel it coating my lungs, and, I
realize, they were right in the eighteenth century—it’s like a tonic.
The weariness of travel seeps out of my bones, and as I fall asleep
all the green things press against the screen. “Welcome home,”
they say.

17
The narrator says, “I feel as if I’m being smothered by verdure.” In this passage, the
word verdure means
A. smoggy air.
B. green vegetation.
C. a heavy blanket.
D. clouds of mist.

18
The narrator returns to Georgia because
A. it’s time to go home.
B. she has responsibilities in the South.
C. she longs for the comfort of her family.
D. she grows unhappy in the North.

19
The passage indicates that the summers in Georgia are probably
A. good for a visitor’s health.
B. long and boring.
C. hot and humid.
D. similar to those in the North.

20
The things that make the north so refreshing include all of the choices below EXCEPT
A. the different kinds of birds.
B. the humid air.
C. the quality of the light.
D. the beauty of the scenery.
The sentence “And the sunlight shining in is tinted green, and all the shadows have shapes of leaves,” uses the literary device called

A. irony.
B. personification.
C. imagery.
D. allusion.

A main theme in this passage is

A. the beauty of green plants in certain climates.
B. the dangers of hot weather.
C. the solitude of summer.
D. the need to leave to appreciate home.

The information in the passage best supports the conclusion that the narrator

A. spends only a few weeks up North each year.
B. returns to Georgia only for brief visits.
C. divides her time equally between the two locations.
D. prefers Northern seasons over Georgia seasons.

LOST CREEK NATURE TRAIL

Hiking in Oregon is a popular activity. In Ellen Bishop’s book HIKING OREGON’S GEOLOGY she tells about a spectacular hike on Mt. Hood, and then discusses another of Oregon’s volcanoes.

THE OLD MAID ERUPTION

Explore the Old Maid mudflows of the most recent eruption of Mount Hood and a Lost Forest exhumed along Lost Creek.

DISTANCE / 0.5-mile loop
ELEVATION / 2,310 to 2,320 feet
DIFFICULTY / Easy
TOPOGRAPHIC MAPS / Government Camp, Bull Run Lake
GEOLOGIC MAPS / 22-24
PRECAUTIONS / None
FOR INFORMATION / Zigzag Ranger District
About the Landscape: In the middle of Lost Creek, where it borders the trail as well as farther down, rise huge, jagged-topped stumps. In an old-growth forest where large trees and stumps are normal, this situation at first appears quite ordinary—except that trees don’t usually grow in the middle of streams.

These stumps are all that remain of trees buried by mudflows during Mount Hood’s 1790s eruption (the hot, viscous mud prevented the stumps from rotting). The tops of many of these “very old”-growth trees have been snapped off, suggesting that, like the 1980 eruption of Mount St. Helens, the 1790s eruption of Mount Hood produced explosive blasts as well as speedy mudflows.

Trail Guide: From US 26 at Zigzag, turn north onto Lolo Pass Road (USFS Road 18) and continue 4 miles. Turn east on USFS Road 1825. Lost Creek Picnic Area and the trail are 2.2 miles along USFS Road 1825.

This self-guided, handicapped-accessible trail leads through an old-growth forest stand of cedar and Douglas-fir that was largely spared from catastrophic forest fires of 1893 and 1906. The paved trail passes signed interpretive sites about beaver ponds, wetlands, and forests before threading its way back to the parking lot.

MOUNT JEFFERSON

Mount Jefferson rises to 10,495 feet, dominating the Santiam and Metolius skylines. But Oregon’s second-highest peak is just a shadow of its former self. The mountain may have topped 12,000 feet before glaciers chiseled it into submission.

Jefferson is a large pile of andesites built on a foundation of basalt. The oldest rocks around Mount Jefferson are 6.5- to 3.9-million-year-old basalts and andesites. They compose Devils Hill and line the canyons of the North Santiam and Breitenbush Rivers. About 2.5 million years ago a large shield volcano was centered at Hole in the Wall. The remnants of this cone form Bear Butte.

The lavas that would form Mount Jefferson’s high cone began erupting about 680,000 years ago. These first eruptions produced basalt. Then, about 350,000 years ago, Mount Jefferson underwent a volcanic midlife crisis. Instead of basalt, it began to erupt andesite and dacite from vents such as Goat Peak on the mountain’s south flank.
24
According to the article, what is abnormal about Lost Creek’s landscape?
   A. Old-growth trees growing out of streams
   B. The presence of jagged-topped stumps
   C. Trees buried by Mt. Hood’s eruption
   D. Beaver ponds, wetlands, and interpretive sites

25
Mount Jefferson is described as “just a shadow of its former self” because
   A. it casts a big shadow from the west.
   B. it used to be taller.
   C. it’s next to a canyon.
   D. it’s shorter than Mt. Hood.

26
The author probably uses phrases like “glaciers chiseled it into submission” and
“underwent a volcanic midlife crisis” to
   A. add liveliness to this informative text.
   B. exaggerate the effects of volcanoes.
   C. make her message clearer through example.
   D. establish her credibility as a geologist.

27
According to this passage, what would be a good source for more information about
the Lost Creek Nature Trail?
   A. Lost Creek Picnic area
   B. The rest of this book
   C. Zigzag Ranger District
   D. Government Camp

28
According to the author, which statement is true about the stumps of the “very old”
growth trees?
   A. Some are found in beaver ponds.
   B. Hot mud preserved them.
   C. They are unusually large.
   D. Explosive blasts damaged their roots.
29
Based on the information provided in the section titled *About the Landscape*, the word *exhumed* in the article’s first paragraph most likely means
   A. destroyed.
   B. redesigned.
   C. explored.
   D. uncovered.

30
Although Bishop uses figures of speech in this selection, much of the language is scientific and includes facts because
   A. she’s not aware of her audience.
   B. it’s an informative text.
   C. she wants to persuade readers.
   D. readers could misunderstand the images.
<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Score Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Examine Content/Structure Literary Text</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Develop an Interpretation</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>Examine Content/Structure Literary Text</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>Examine Content/Structure Literary Text</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>Develop an Interpretation</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>Examine Content/Structure Informational Text</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>Examine Content/Structure Informational Text</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>Read to Perform a Task</td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td>Read to Perform a Task</td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td>Read to Perform a Task</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>Read to Perform a Task</td>
</tr>
<tr>
<td>17</td>
<td>B</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>18</td>
<td>A</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>19</td>
<td>C</td>
<td>Develop an Interpretation</td>
</tr>
<tr>
<td>20</td>
<td>B</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>21</td>
<td>C</td>
<td>Examine Content/Structure Literary Text</td>
</tr>
<tr>
<td>22</td>
<td>D</td>
<td>Develop an Interpretation</td>
</tr>
<tr>
<td>23</td>
<td>A</td>
<td>Develop an Interpretation</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>25</td>
<td>B</td>
<td>Develop an Interpretation</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
<td>Examine Content/Structure Informational Text</td>
</tr>
<tr>
<td>27</td>
<td>C</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>28</td>
<td>B</td>
<td>Demonstrate General Understanding</td>
</tr>
<tr>
<td>29</td>
<td>D</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>30</td>
<td>B</td>
<td>Examine Content/Structure Informational Text</td>
</tr>
</tbody>
</table>

### CONVERTING TO A RIT SCORE

<table>
<thead>
<tr>
<th>Number correct</th>
<th>RIT Score</th>
<th>Number Correct</th>
<th>RIT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>189.7</td>
<td>16</td>
<td>228.1</td>
</tr>
<tr>
<td>2</td>
<td>197.4</td>
<td>17</td>
<td>229.6</td>
</tr>
<tr>
<td>3</td>
<td>202.2</td>
<td>18</td>
<td>231.1*</td>
</tr>
<tr>
<td>4</td>
<td>205.8</td>
<td>19</td>
<td>232.6</td>
</tr>
<tr>
<td>5</td>
<td>208.7</td>
<td>20</td>
<td>234.2</td>
</tr>
<tr>
<td>6</td>
<td>211.2</td>
<td>21</td>
<td>235.9</td>
</tr>
<tr>
<td>7</td>
<td>213.4</td>
<td>22</td>
<td>237.6</td>
</tr>
<tr>
<td>8</td>
<td>215.4</td>
<td>23</td>
<td>239.5</td>
</tr>
<tr>
<td>9</td>
<td>217.2</td>
<td>24</td>
<td>241.6**</td>
</tr>
<tr>
<td>10</td>
<td>218.9</td>
<td>25</td>
<td>243.9</td>
</tr>
<tr>
<td>11</td>
<td>220.6</td>
<td>26</td>
<td>246.6</td>
</tr>
<tr>
<td>12</td>
<td>222.2</td>
<td>27</td>
<td>250.0</td>
</tr>
<tr>
<td>13</td>
<td>223.7</td>
<td>28</td>
<td>254.5</td>
</tr>
<tr>
<td>14</td>
<td>225.2</td>
<td>29</td>
<td>261.9</td>
</tr>
<tr>
<td>15</td>
<td>226.7</td>
<td>30</td>
<td>269.0</td>
</tr>
</tbody>
</table>

*Likely to meet the grade 8 standard  **Likely to exceed the grade 8 standard
Oregon Reading/Literature Sample Test

Use number 2 pencil. Do NOT use ink or ball point pen. Make heavy dark marks that completely fill the circle. Erase completely any marks you wish to change.

Name of Student

Name of Teacher

Name of School

1  A  B  C  D  11  A  B  C  D  21  A  B  C  D
2  A  B  C  D  12  A  B  C  D  22  A  B  C  D
3  A  B  C  D  13  A  B  C  D  23  A  B  C  D
4  A  B  C  D  14  A  B  C  D  24  A  B  C  D
5  A  B  C  D  15  A  B  C  D  25  A  B  C  D
6  A  B  C  D  16  A  B  C  D  26  A  B  C  D
7  A  B  C  D  17  A  B  C  D  27  A  B  C  D
8  A  B  C  D  18  A  B  C  D  28  A  B  C  D
9  A  B  C  D  19  A  B  C  D  29  A  B  C  D
10  A  B  C  D  20  A  B  C  D  30  A  B  C  D