

SAMPLE TEST

2003-2005

CIM BENCHMARK

Word Meaning

Locating Information

Literal Comprehension

Inferential Comprehension

Evaluative Comprehension

Literary Forms

Literary Elements and Devices

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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, 5, 8 and 10 might encounter on the Oregon Statewide Assessment administered each spring. 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 word meanings within the context of a selection;
- ▶ locate information in common resources;
- ▶ understand information that is directly stated (literal comprehension);
- ▶ understand ideas which are not directly stated but are implied (inferential comprehension);
- ▶ analyze reading selections and form conclusions about the information (evaluative comprehension);
- ▶ recognize common literary forms such as novels, short stories, poetry and folk tales; and
- ▶ analyze the use of literary elements and devices such as plot, setting, personification and metaphor.

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 2003-2005—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, some students also may benefit from practice in marking bubbles on a separate answer sheet, as required on the actual test. An answer sheet for students to mark is provided at the end of each student test booklet.

An answer key for each test—grades 3, 5, 8 and 10—is provided at the end of this introduction. In addition to the correct answer, the key also identifies which reporting category each question is designed to assess (word meaning, locating information, literal comprehension, inferential comprehension, evaluative comprehension, literary forms or literary elements).

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.

DIRECTIONS

Read each of the passages. Then read the questions that follow and decide on the BEST answer. There are a lot of different kinds of questions, so read each question carefully before marking an answer on your answer sheet.

JOE JACKSON

JOE JACKSON AND RAGTIME BASEBALL by Harvey Frommer tells the story of baseball in the early 1900s. Joe Jackson was one of the eight members of the Chicago White Sox team who is believed to have conspired with gamblers to bring about the defeat of their own team in the 1919 World Series. Because of this, Jackson was banned forever from playing major league baseball.



SOMETIME IN THE LATE 1940S Ty Cobb and sportswriter Grantland Rice stopped off at a liquor store in Greenville, South Carolina, on their way back from the Masters Golf tournament in Augusta, Georgia.

Cobb greeted the heavysset man behind the counter. “I know you,” he said. “You’re Joe Jackson. Don’t you know me, Joe? I came by especially to say hello.”

“I know you,” said the man behind the counter, “but I wasn’t sure you wanted to speak to me. A lot of them don’t.”

When the two men had last met more than a quarter of a century earlier, it was on a baseball field. Both were celebrants then, close competitors in the rush to be the best. But life had proscribed vastly different paths for each. Cobb had become a baseball Hall of Famer, a hailed legend, a millionaire entrepreneur, while Jackson had lived in the ignominy of tarnished glory, winding down his life not far from the small town where he was born.

“Joe,” said Cobb, “you had the most natural ability, the greatest swing I ever saw.”

Jackson nodded and looked away for an instant.

“Could I get an autographed baseball from you?” Cobb continued. “I always wanted one.”

Jackson hesitated. “I’ll get you one, but you’ll have to come back tomorrow if that’s all right.”

“Well, we’re just passing through...we’ll do it some other time.”

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There was never another time. It would have been easy for Jackson to get a ball that same day, but still, after all the years, he had not learned to sign his name.

1

This story tells you that Jackson “had lived in the ignominy of tarnished glory.” When used this way, *ignominy* means

- A. bad luck. B. disgrace. C. poverty. D. victory.

2

Based on evidence provided in the passage, what is Joe Jackson’s reaction to Cobb’s visit? He is

- A. pleased that Cobb came to see him.
B. disappointed that he works in a bar.
C. uncomfortable with the attention.
D. angry that Cobb found where he lived.

3

The author of this piece sets up a contrast between

- A. the current status of Cobb and Jackson.
B. Cobb’s and Jackson’s abilities on the baseball field.
C. the intelligence of Cobb and Jackson.
D. Cobb’s and Jackson’s love of the game.

4

When Joe Jackson says, “a lot of them don’t,” to whom is “them” referring?

- A. Baseball players
B. Wealthy business entrepreneurs
C. The press
D. People in Greenville

5

Based on his behavior in this passage, Joe Jackson is

- A. most likely envious of Cobb’s wealth.
B. probably ashamed that he was unable to give Cobb a ball.
C. extremely proud that Ty Cobb had come to see him.
D. pleased to be retired from the difficult life of a professional athlete.

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LIBRARY SURVEY

Sometimes places of business do surveys to determine how they can serve the public better. Read about a survey conducted by the library in one community in Oregon.

THE LIBRARY CURRENTLY PROVIDES 136 parking spaces for cars and a single rack (7 spaces) for bicycles. The library did two parking surveys (counting how many vehicles were in the lot) to see if more parking spaces should be added. One parking count was conducted during February 1995 and another in June 1996. Comparing the two sets of parking data indicates that the number of visitors and vehicles parked at the library may be somewhat low in the June 1996 counts because the school year has ended. The peak parking demand was only 86 in June 1996 compared to 132 in February 1995. Finally, it should be noted that fewer than 5 bicycles were found to be parked at the library during any single hour. Other informal observations throughout the year revealed that sometimes the rack is full and there are a few bikes parked in other locations. Thus, a peak demand estimate of 10-15 bikes would be appropriate.

This chart shows the results of the parking count conducted in February 1995. Use it to answer the following questions.

Results of Past Parking Counts at Library, Saturday, February 11, 1995

Time	Front Lot (107 Spaces)		Rear Lot (28 Spaces)		Total Parking Demand
	Spaces Occupied	Spaces Available	Spaces Occupied	Spaces Available	
10:30 AM	54	53	16	12	70
11:00 AM	65	42	16	12	81
11:30 AM	70	37	18	10	88
12 Noon	79	28	17	11	96
12:30 PM	82	25	17	11	99
1:00 PM	86	19	17	11	103
1:30 PM	103	4	22	6	125
2:00 PM	102	5	24	4	126
2:30 PM	106	1	26	2	132
3:00 PM	95	12	19	9	114
3:30 PM	99	8	19	9	118
4:00 PM	103	4	20	8	123
4:30 PM	111	-4 *	20	8	131
Peak Demand	106	1	26	2	132

* Four vehicles were parked in unmarked areas facing the western wall of the next-door building.

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At which two times did the rear parking lot have twice as many available spaces as the front?

- A. 1:00 p.m. and 3:30 p.m.
- B. 1:30 p.m. and 4:00 p.m.
- C. 2:00 p.m. and 4:30 p.m.
- D. 2:30 p.m. and 4:00 p.m.

7

According to the chart, which statement below is true?

- A. There were always more available spaces than occupied spaces.
- B. The rear lot always had more spaces available than the front lot.
- C. In the front lot, at least half of the total spaces were always occupied.
- D. In the rear lot, fewer than half of the total spaces were always occupied.

8

What was the “peak demand” time for the library parking lots?

- A. 1:00 p.m.
- B. 2:00 p.m.
- C. 2:30 p.m.
- D. 4:30 p.m.

9

What kind of publication did this chart most likely come from?

- A. A report about the history of libraries
- B. A report about extracurricular student activities
- C. A report about bicycling as an alternative to driving
- D. A report about the community where the library is located

THE CONFRONTATION

Read this excerpt from Earl Hamner, Jr.'s THE HOMECOMING to learn what Clay-Boy went through to get a Christmas tree.

ONE MOMENT THE ALBINO BUCK was standing quite still, a second later he stamped the ground twice, and then charged.

Clay-Boy felt his mouth go dry. A rush of adrenaline sent his heart pounding and his feet flying. The nearest cover was the Christmas tree he had intended to cut. Throwing aside the ax, Clay-Boy dashed for the tree. Reaching it, he slid underneath and hunched there panting.

The buck charged blindly, rack down. When he reached the spot where Clay-Boy had been standing he checked his run, jerked his antlered head aloft, breathed in deeply, and searched about for his enemy. Carried on the wind, Clay-Boy's scent betrayed him.

Again the buck lowered his antlers, and with a quick rush he attacked the tree. Clay-Boy could feel the impact at the base of the tree when wood and antlers clashed. For a moment the antlers were enmeshed in the hemlock branches, but with a powerful wrench the deer freed them. Clay-Boy could feel the enraged breath and smell its foul odor and hear the whistle of the wind as the buck slashed at the tree, first with its antlers and then with its slender, wicked hooves.

For a moment the buck withdrew, but only to brace himself for a second assault. The second attack was more powerful than the first. Clay-Boy felt the tree shudder, heard the impact of antler against wood. Then to Clay-Boy's astonishment the rack of antlers simply dropped only a few feet away from his eyes. Already past their normal time to drop, they had simply cracked away from the buck's skull. Shorn of his antlers, the buck backed away in confusion.

The buck's bewilderment was temporary. With renewed rage he attacked the tree with his front hooves, making short, loping runs, rearing up and slashing down through the branches. If he continued he would eventually strip every branch from the tree and Clay-Boy would be exposed. There was no place for the boy to run, and it would do no good to call for help because he was alone on the mountain.

Crouched in his rapidly disappearing sanctuary, Clay-Boy searched about for a weapon. He found only the resinous pine knots. He lifted one. It would do for a club, but even as he hefted it, Clay-Boy knew it was no match for the slashing hooves. Once again the deer charged. Looking up, Clay-Boy could see the sweating nose, the strained visible

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breath, the wild bloodstained eyes. Albinos' eyes were said to be weak and sensitive. Clay-Boy counted on the truth of that folklore.

Plunging his hand into the pocket of his father's jacket, he grasped the box of kitchen matches. His hand trembled as he withdrew a match, and scratched it against the friction board until it lit. Holding the flame against the splintery underside of the pine knot he prayed that the knot would catch fire. One splinter caught flame, and then another and another. A drop of resin sputtered for a moment then sizzled and added fuel to the fire. It took only one match. Sheltering the small flame with his jacket, Clay-Boy waited. The flame grew and in moments the knot was a glowing torch.

The buck was poised for a new assault on the tree. He bound forward, raised his hooves and brought them crashing down through the limbs. At the same moment, Clay-Boy rose and thrust the flaming torch toward the buck's face. The deer snorted at the insult, reared upward, and then bolted away from the tree, momentarily blinded by the light, crashing through thickets of persimmon and chinquapin.

At the edge of the woods, the buck stopped and turned, looked back with crazed eyes as Clay-Boy emerged from underneath the ragged tree, still holding his torch aloft.

"Merry Christmas, you hellion!" shouted Clay-Boy, his voice fading quickly in the insulating snow. Clay-Boy picked up his ax and looked back at what was to have been the Christmas tree. The ground around it was churned and torn from the buck's onslaught. The tree itself had been ruined, but Clay-Boy was grateful for the protection it had afforded him. It would not be hard to find another. The woods were full of Christmas trees.

Throwing the ax over his shoulder, Clay-Boy started back down the slope. Darkness would be upon the ridges soon, but Clay-Boy walked in a rosy circle of light cast by the pine knot torch. Even so, he looked back over his shoulder from time to time.

At the foot of the mountain he found another hemlock, almost as pretty as the first. He chopped it down and lifted it on his shoulder. Just at that moment, unwarmed by any sunset light, the grey day darkened into night. He walked in darkness now, for the resin torch had burnt out. He did not mind. The lights of home were within his sight.

10

This selection is actually part of a larger novel; however, the passage shares some qualities with short stories as well. Which statement below is true about the qualities shared by most short stories and this passage?

- A. Characterization is flat.
- B. The setting is not essential to the events in the story.
- C. There is rising action.
- D. Physical activity is more important than emotion.

11

Which statement below is true about the author's use of fire as a symbol in this story?

- A. The torch means a new day is dawning for Clay-Boy and his family.
- B. The fire in the torch symbolizes the use of lights at holidays.
- C. The use of fire in this story represents the universal energy of youth.
- D. The rosy circle of the torch symbolizes Clay-Boy's feelings of accomplishment.

12

Based on this passage, what is the author's view of nature?

- A. Special animals like albino deer should be protected.
- B. Nature is cruel.
- C. Nature is neither good nor bad.
- D. Nature is fragile and should be valued.

13

In the seventh paragraph, the author uses the term resinous pine knots. What are *resinous pine knots* likely to be?

- A. Pieces of rope soaked in oil
- B. Round pieces of wood about the size of a walnut
- C. Short limbs from a tree
- D. Groups of woven needles

14

The buck backed away from the flaming torch because

- A. he was startled by the sudden heat.
- B. the flame was close enough to scorch him.
- C. the smell of pine resin is a deterrent to deer.
- D. he was confused and blinded by the light.

FLYING DAREDEVILS

The early part of this century was one of the most exciting times ever in the history of aviation. Read this passage from BARNSTORMERS AND DAREDEVILS by K. C. Tessororf to find out more about it.

TO UNDERSTAND THE FREE, crazy, do-it-yourself time of flying called “barnstorming,” its beginnings in the first sixteen years of the aviation era must be told.

In 1903, the Wright brothers launched a gasoline engine-powered flying machine into the wind at Kitty Hawk, North Carolina, that flew low, slow, and straight – very briefly. Learning how to turn in the air without crashing was the first thrilling fundamental of aviation. In following years, the Wrights built – at Dayton, Ohio – better powered, more maneuverable airplanes that ventured out on short cross-country flights. Soon Glenn Curtiss competed with them, as a designer and builder of original aircraft at his base in Hammondsport, New York. Yet these flying machines remained frail and undependable. They strained when carrying two persons.

The airplane of 1906 was only a flyable freak. People didn’t believe in airplanes. They had to see. And there was big money to be collected while showing them. As late as 1910, promoters at Baltimore offered \$5,000 to the first adventurer who’d dare to fly nonstop across that city. In 1980s values, that would be at least \$35,000! So it’s understandable that the Wrights and Curtiss rushed to establish rival air exhibition teams to tour the country and educate the American people.

Many folks didn’t believe that man had flown in a machine, or ever would. But people would pay for the sake of their curiosity; to see the flying machine fraud. When the freak did fly as advertised, the public was impressed, but afterward would have easily turned to new attractions. The flying machine showmen kept luring them back by offering new thrills and dangerous aerial escapades. Fliers therefore became well-paid aerial daredevils. As long as they survived.

The famous fliers of that period are practically forgotten today: Walter Brookins, Eugene Ely, Charles Hamilton, Arch Hoxsey, John Moisant, Cal Rodgers, even “the incomparable Lincoln Beachey,” the greatest daredevil of them all. Linc was the first American who flew a loop, conquered the deadly airplane spin, had BEACHEY painted in huge letters on his *top* wing so that folks would know it was he flying

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upside down. Linc dove his primitive biplane, in which he sat in open air in front of the lower wing, over Niagara Falls into the mists and emerged still flying.

Crowds were fascinated by Beachey's auto track races with Barney Oldfield, a famous racing car driver. Round and round the track they tore and zoomed, and sometimes, if the air was very stable, Linc would inch down until the plane's forward wheel just below his feet nearly touched the radiator cap of Oldfield's speeding racer. Beachey is reported as having stunted in the closest quarters ever; very briefly taking off and landing *inside* a building!

A string of lesser fliers died attempting to match Beachey stunts, and even the grand master retired for a time. Watching for death in the "fool killers" was an added excitement for many in the air exhibition crowds. Lincoln Beachey, knowing this well, rudely despised the spectators whose admission fees were making him rich. He continued to earn up to \$1,000 a performance until he crashed in a real "death dive" (his crowd-gasper specialty) at San Francisco, before fifty thousand watchers, in 1915.

By that year the first boom in air exhibition flying was fading. Daily, World War I in Europe presented truly death-dealing air contests. Young British, French, and German fliers were engaged in one-on-one air combat in the sky, using the word "ace" to honor the military flier who personally destroyed five enemy aircraft.

Pilots like Canadian Billy Bishop, Frenchman Charles Nungesser, German Ernst Udet "shot down" many times five planes. The "Red Baron" Manfred von Richthofen topped them all with eighty kills for Germany. The airplane had progressed from an airborne freak to a deadly, flying gun platform.

Then, in 1917, the United States entered the World War, and suddenly there was a pressing need for young Americans to train as military pilots. Training fields appeared, the most famous on the flat plains of Texas, like Kelly Field at San Antonio.

Training at the start was a patch-up affair a great deal of the time, with few good instructors and training aircraft. To succeed, or even to survive, the student had to have great natural ability, plus a lot of luck. Gradually, conditions improved at the U.S. training fields. For one thing, many sturdy, often forgiving Curtiss JN4D ("Jennies") training planes were delivered.

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Also some real life-or-death air war tactics were introduced into the curriculum of flying, such as military aerobatics. In the beginning, such life-saving maneuvers had been forbidden by stuffy, naive U.S. brass hats as frivolous. But what did the students (and instructors) do when they were out of sight of the officers? They tangled in mock aerial “dog fights” and crazy stunting.

Most American pilots were still in training, or on the way to the Western Front when on November 11, 1918, the war was over. Immediately, there was an oversupply of military pilots at a time when the Army’s Air Service needed to keep on only a few – after “the war to end wars.” Fliers in France or Texas faced return to civilian life: back to finish college, work in an office, or join the family business. Most did so, some after hesitation. A minority refused to give up their romantic dreams.

There were nearly nine thousand men who had received some level of pilot training. Fewer than eight hundred, though, had experienced the real thing – air combat over the Western Front. Many American fliers felt cheated of the glory they had worked hard to prepare for. And though many returned to civilian life secretly relieved that they had survived a year or two aloft in flimsy, flammable “crates,” there were others who were in love with flying.

15

The passage describes the new U.S. pilot training planes as often forgiving. What does *forgiving* mean as used in this sentence?

- A. The old planes were better for a variety of reasons.
- B. The training planes could fly faster and higher.
- C. Fighter pilots were more easy-going than stunt pilots.
- D. The new planes compensated for pilot error.

16

The passage says that military aerobatics were forbidden by military leaders as frivolous. What does *frivolous* mean?

- A. Hazardous
- B. Silly and of little value
- C. Money-making
- D. Likely to encourage independence

17

What is the most likely reason the author gives the reader the image of Beachey touching Oldfield's race car with his plane?

- A. He wants the reader to see the humor in the situation.
- B. He wants the reader to realize how much better pilots are today.
- C. He wants the reader to fall in love with flying.
- D. He wants the reader to be impressed by Beachey's skill.

18

How did Lincoln Beachey feel about the spectators who came to his stunt shows?

- A. He was glad that the public was so interested in flying.
- B. He resented them because they came hoping to see a crash.
- C. He felt harassed because he was constantly surrounded by fans.
- D. He was disappointed because the crowds weren't as big as they used to be.

19

Why did many American fliers of 1918 feel cheated?

- A. They weren't making as much money as before.
- B. More and more fliers were being killed in accidents.
- C. They never got to fly in combat.
- D. The popularity of stunt-flying had decreased.

SOMETHING TO CROW ABOUT

David Quammen is a writer who often writes about science and nature. Read this passage from NATURAL ACTS to experience his unusual approach and vision.

ANY PERSON WITH NO STEADY JOB and no children naturally finds time for a sizable amount of utterly idle speculation. For instance, me—I've developed a theory about crows. It goes like this:

Crows are bored. They suffer from being too intelligent for their station in life. Respectable evolutionary success is simply not, for these brainy and complex birds, enough. They are dissatisfied with the narrow goals and horizons of that tired old Darwinian struggle. On the lookout for a new challenge. See them there, lined up conspiratorially along a fence rail or a high wire, shoulder to shoulder, alert, self-contained, missing nothing. Feeling discreetly thwarted. Waiting, like an ambitious understudy, for their break. Dolphins and whales and

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chimpanzees get all the fawning publicity, great fuss made over their near-human intelligence. But don't be fooled. Crows are not stupid. Far from it. They are merely underachievers. They are bored.

Most likely it runs in their genes, along with the black plumage and the talent for vocal mimicry. Crows belong to a remarkable family of birds known as the *Corvidae*, also including ravens, magpies, jackdaws and jays, and the case file on this entire clan is so full of prodigious and quirky behavior that it cries out for interpretation not by an ornithologist but a psychiatrist. Or, failing that, some ignoramus with a supple theory. Computerized ecologists can give us those fancy equations depicting the whole course of a creature's life history in terms of energy allotment to every physical need, with variables for fertility and senility and hunger and motherly love; but they haven't yet programmed in a variable for boredom. No wonder the *Corvidae* dossier is still packed with unanswered questions.

At first glance, though, all is normal: Crows and their corvid relatives seem to lead an exemplary birdlike existence. The home life is stable and protective. Monogamy is the rule, and most mated pairs stay together until death. Courtship is elaborate, even rather tender, with the male doing a good bit of bowing and dancing and jiving, not to mention supplying his intended with food; eventually he offers the first scrap of nesting material as a sly hint that they get on with it. While she incubates a clutch of four to six eggs, he continues to furnish the groceries, and stands watch nearby at night. Then for a month after hatching, both parents dote on the young. Despite strenuous care, mortality among fledglings is routinely high, sometimes as high as 70 percent, but all this crib death is counterbalanced by the longevity of the adults. Twenty-year-old crows are not unusual, and one raven in captivity survived to age twenty-nine. Anyway, corvids show no inclination toward breeding themselves up to huge numbers, filling the countryside with their kind (like the late passenger pigeon, or an infesting variety of insect) until conditions shift for the worse, and a vast population collapses. Instead, crows and their relatives reproduce at roughly the same stringent rate through periods of bounty or austerity, maintaining levels of population that are modest but consistent, and which can be supported throughout any foreseeable hard times. In this sense they are astute pessimists. One consequence of such modesty of demographic ambition is to leave them with excess time, and energy, not desperately required for survival.

20

Quammen's attitude toward Corvidae suggests that they are

- A. offensively noisy and conspiratorial.
- B. birds that might as well become extinct.
- C. interesting, but inconsistent with the Darwinian theory.
- D. intriguing and merit our attention.

21

The information in this selection supports the idea that

- A. prior scientific study of Corvidae has produced erroneous information.
- B. much about crow behavior has yet to be explained adequately.
- C. Corvidae are irresponsible parents, losing 70 percent of their young.
- D. the boredom of crows is due to their longevity.

22

Sometimes authors use their own voices and sometimes they assume voices for different effects. Which statement below is true?

- A. The voice is scholarly and distant.
- B. The voice is chatty and somewhat tongue-in-cheek.
- C. No real voice emerges.
- D. The voice is authoritarian.

23

What does the author say about crows "at first glance"?

- A. They seem superior to whales.
- B. They are bored.
- C. They behave like other birds.
- D. They fool ecologists.

24

Which statement is true about the use of literary devices in the second paragraph?

Quammen uses

- A. simile to compare the crows' boredom to the Darwinian struggle.
- B. irony to downplay the actual significance of crows.
- C. extended metaphor to compare crows with dolphins, whales and chimpanzees.
- D. personification to support his own vision of crow behavior.

**CIM Reading/Literature
SAMPLE TEST KEY 2003-2005**

Item	Key	Score Reporting Category
1	B	Word Meaning
2	C	Evaluative Comprehension
3	A	Literary Elements and Devices
4	A	Inferential Comprehension
5	B	Evaluative Comprehension
6	D	Locating Information
7	C	Locating Information
8	C	Locating Information
9	D	Literary Forms
10	C	Literary Forms
11	D	Literary Elements and Devices
12	C	Evaluative Comprehension
13	C	Word Meaning
14	D	Literal Comprehension
15	D	Word Meaning
16	B	Word Meaning
17	D	Inferential Comprehension
18	B	Literal Comprehension
19	C	Literal Comprehension
20	D	Inferential Comprehension
21	B	Evaluative Comprehension
22	B	Literary Elements and Devices
23	C	Literal Comprehension
24	D	Literary Elements and Devices

CONVERTING TO A RIT SCORE			
Number correct	RIT Score	Number Correct	RIT Score
1	198.8	13	234.0
2	206.4	14	235.9
3	211.1	15	237.8
4	214.6	16	239.8*
5	217.6	17	241.9
6	220.1	18	244.3
7	222.4	19	246.9
8	224.5	20	249.8**
9	226.5	21	253.4
10	228.4	22	258.2
11	230.3	23	265.9
12	232.1	24	273.1
*Likely to meet CIM standards		**Likely to exceed CIM standards	

Students who get 8 or fewer items are likely to take **Form A**

Students who get 19 or more items correct are likely to take **Form C**

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) | 13 | (A) (B) (C) (D) |
| 2 | (A) (B) (C) (D) | 14 | (A) (B) (C) (D) |
| 3 | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) |
| 4 | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) |
| 5 | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) |
| 6 | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) |
| 7 | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) |
| 8 | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) |
| 9 | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) |

Oregon Department of Education

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