

# SAMPLE TEST

## Reading/Literature

GRADE 7

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

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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 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.

## ***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.*

## ***THE FOOD AND FLASHLIGHT FORMAL***

*LaVaughn is 15 and hoping Jody will ask her to the dance. Read this selection from Oregon author Virginia Euwer Wolff's novel, TRUE BELIEVER, to find out what happens.*

The instant I saw a huddle of kids  
standing underneath the huge Food & Flashlight Formal poster  
covered with canned food labels to advertise the dance  
in Hallway A,  
and there was Jody smack in the midst of them,  
his head exactly under the foot  
of the painted Jolly Green Giant and his peas,  
I stopped in my tracks.

An alarm went off inside my chest,

shooting something like hot icicles all over me,  
finger to foot,

Jody with all those girls and guys,  
holding a close conversation and laughing  
about some confidential thing.

I stopped sudden and caused a traffic tangle.

My head went all balloony with wanting to be in that bunch,  
catching on to every bit of the joke.

I was shocked by how envy caught me up.

Jody might be asking one of these girls to the dance  
right that instant  
and my brain blazed.

I could laugh as good as any girl over there laughed  
at whatever was funny,

and I stood there not hearing what they said  
till I was pushed on in the crowd  
to Biology

and I put my books down beside Patrick's pile

and I turned to the proper page about Linnaeus,

back 200 years ago, how he classified genus and species,

and I repeated in my mind:



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mitochondria, cytoplasm, college, college, college.

I open my book to chromosomes  
and Patrick is already working on the chart  
about eukaryotes and prokaryotes.  
He whispers to me in his slowpoke voice: "Hey, LaVaughn,  
you know the dance they're having?  
Will you go? With me?  
The Food & Flashlight?  
You want to?"

This is the first time  
anybody ever asked me  
to go on a date.  
A little bell should ring.  
Instead my hope folds up  
with muttering disappointment  
because it is only my lab partner,  
not a real date boy,  
and I know I have to say something to Patrick,  
seeing his eyes bright and shiny,  
waiting.

How do I do this?  
I turn my page, find out I've gone past the proper part,  
turn it back, look over at Patrick's page,  
and time is going by and  
he's still wearing the same green sweatshirt.  
It feels like he's in my way,  
a big rock in the road.  
"Uh, I think I'm going with somebody."  
It is rude and it is a lie.

I kept looking down at my book  
and I felt flustered and fidgety  
wanting in all the diploid cells of me,  
in all my chromatin threads  
to go to that dance.  
I wish Patrick would either be different or go away.

Patrick says, "Oh." He looks down  
at his lab notes and does not look up again.

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**1**

Based on her reaction to Patrick's invitation to the dance, which statement is true about LaVaughn?

- A. She wishes that he hadn't asked her.
- B. She is too shy to attend the dance with him.
- C. She hopes he'll ask again if Jody doesn't ask her.
- D. She has decided not to attend the dance at all.

**2**

LaVaughn's head "went all balloony" because

- A. she wishes she were one of the popular crowd.
- B. it is too crowded in Hallway A and she can't breathe.
- C. she won't get in to college if she fails biology.
- D. there is a chance she'll be invited to the Food & Flashlight Formal.

**3**

Why does LaVaughn compare Patrick to a rock in the road?

- A. He could cause harm if people do not notice him.
- B. He appears to be getting in the way of her social success.
- C. He has a large pile of books and papers on their lab table.
- D. He has not been able to help her with their lab assignment.

**4**

What does LaVaughn mean when she says her "brain blazed"?

- A. She felt hot.
- B. Her face was red.
- C. She felt angry.
- D. Her head was stuffy.

**5**

Based on events so far, what is LaVaughn most likely to do next?

- A. Ask someone else to be her date for the dance
- B. Decide that studying is more important than the dance
- C. Keep hoping that Jody will ask her to the dance after all
- D. Tell Patrick she really does want to go to the dance with him

**6**

The metaphors in this selection serve mostly to

- A. create a humorous mood.
- B. compare Jody and Patrick.
- C. show new twists in the plot.
- D. reveal how LaVaughn feels.

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### ***BEST PUPPY NOT ALWAYS BEST DOG***

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*It is hard to resist a cute little puppy. But puppies can also cause problems. Read this article to find out what Deborah Woods thinks you should consider before you take that puppy home with you.*



I HAVE TO BE HONEST. Pogo, my new Papillion puppy, isn't always perfect.

He's shredded my underwear. He frequently unrolls the toilet paper, leaving a paper trail streaming from the bathroom into the living room. I have given in to extortion—exchanging a piece of cheese for the return of the remote control.

Despite his predictable puppy antics, Pogo is a healthy, friendly, bright, gold little guy who has quickly caught on to the household routines. He promises to be a great lifelong companion.

This success didn't happen by accident. I spent a year looking for the best puppy for my home and lifestyle. Here are some tips to consider if you're looking for a puppy:

**Think about what you want in an adult dog:** Puppy breath can be even more seductive than new car smell, but you'll end up with buyer's remorse if you don't think ahead.

Consider what that adorable puppy will look and act like as an adult. For example, Chinese shar-pei puppies are covered from head to foot with appealing wrinkles, most of which disappear by adulthood.

"Too many people want wrinkly puppies," says Dee Dee Wells, a Tualatin breeder of Chinese shar-peis. "People need to understand the breed and its personality and health issues, before buying a puppy."

Susan Mentley, operations director of the Oregon Humane Society, agrees. "I've had people say to me they want a yellow Labrador retriever. I tell them that Labradors come in an incredible assortment of personalities, from very active to calm and dignified. I try to get them to worry less about appearance and more about the dog's personality."

**Get a puppy from someone who cares:** A conscientious breeder starts puppies off on the right paw. The puppies' parents will receive an array of health tests to rule out any hereditary medical problems. The breeder will shower the puppies with time and attention.

Before I brought Pogo home at age 12 weeks, he'd played with children and adults, played inside and outside, gone on rides in a car,



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been on a leash and collar, started his puppy vaccinations and was thoroughly checked by his breeder's veterinarian. Coming to a new home was a piece of cake for this well-socialized puppy.

Good breeders are likely to have a long waiting list for upcoming puppies. It's better to wait a year to get a healthy, well-socialized puppy than to get the wrong puppy right away.

Breeders aren't the only place to get a great dog. Shelters often have wonderful puppies available and you'll have the added satisfaction of knowing you saved a dog's life.

Shelter staff may be able to help you pick out a puppy. It's best to go to a shelter on a weekday when the staff is less busy or to call ahead and ask for help.

**Get the right equipment:** Investing in the right equipment will save you money – and possibly your puppy's life. Puppies will get into trouble if they're left alone to chew on electrical cords, shoes, curtains and furniture. When I'm not home, Pogo is confined to an exercise pen, along with plenty of chew toys and a Kong toy filled with peanut butter. "Without a crate or other confinement," Wells says, "your puppy will follow his natural instincts and will destroy your house."

**Consider an adult dog or older puppy:** As a free-lance writer, I work at home and have the time to guide Pogo through his puppyhood. If you don't have this time, consider an older dog.

"Puppies are cute, but an older dog can be perfect," says Mentley. "You skip all the chewing and housebreaking."

It's a myth that you'll bond better with a puppy – just ask anyone who has adopted an older dog.

So, do your homework before getting a puppy. Meanwhile, I've got to figure out how to repair shredded underwear.

### 7

With which of the following statements would the author most likely disagree?

- A. People should plan to spend time with a puppy or new dog.
- B. Dogs should be kept in a secure pen when the owner is not home.
- C. Pogo's bad behavior shows that his breeders were ineffective trainers.
- D. A dog's personality is more important to consider than its appearance.

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8

The best synonym for the word remorse as it is used in this passage is

- A. anger.
- B. persuasion.
- C. regret.
- D. satisfaction.

9

As used in this passage, the word confined means

- A. satisfied.
- B. enclosed.
- C. destroyed.
- D. improved.

10

If you want to have a dog and you follow this author's advice, you will most likely do all of the following EXCEPT

- A. investigate the puppy's breed.
- B. prepare for the puppy's needs.
- C. concentrate on the puppy's appearance.
- D. check out the puppy's personality.

11

What best explains why the author included the quotes from Wells and Mentley?

- A. To make the article longer
- B. To give credit to them
- C. To show their exact words
- D. To add authority from experts

12

Why does the author close this selection with the reference to the shredded underwear?

- A. To end with a more visual image
- B. To explain how most puppies behave
- C. To show her own feelings about puppies
- D. To tie the conclusion back to the introduction

**13**

What is most likely the main reason the author wrote this article?

- A. To teach all about puppies
- B. To tell about her new puppy
- C. To help people choose the right puppy
- D. To inform readers about dog breeders

**14**

When the author says she used extortion to get the remote control from the puppy, she means she

- A. forced the puppy.
- B. bribed the puppy.
- C. tricked the puppy.
- D. scolded the puppy.

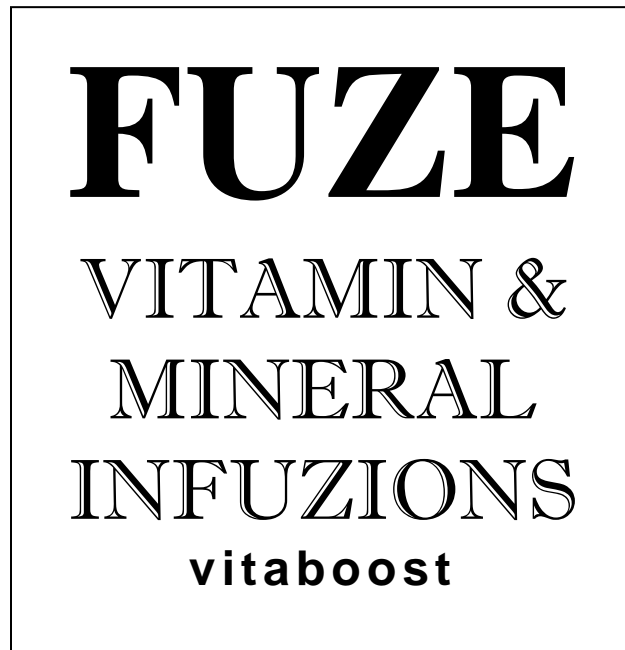
**CONTINUE ON TO THE NEXT PAGE**



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### A HEALTH FOOD DRINK?

Throughout modern history, beverage companies have bragged about their drinks. The label from “Fuze” advertises not only its ingredients, but also its possible medical benefits.



#### VITABOOST amount per bottle

##### Vitamin A – 10000IU:

Essential for vision, growth, healthy skin and reproduction. Helps reinforce resistance to colds, influenza and infections of the kidneys, bladder and lungs.

##### Vitamin C – 120mg:

An Anti-oxidant for vision, growth, and healthy skin. Known to promote healing.

##### Vitamin E – 60IU:

A strong Anti-oxidant that aids in neurological and reproductive development. Promotes healthy skin and hair. Reduces scarring and is known to retard the aging process.

##### Selenium – 80mcg:

A mineral that protects your body from free radicals. Works with Vitamin E as an effective Anti-oxidant.

Nutrition Facts	
Serving Size 8 fl. oz. (240 ml.)	
Servings per container about 2	
Amount Per Serving	
<b>Calories 80</b>	<b>Calories from fat: 0</b>
	% Daily Value
<b>Total Fat 0g</b>	0%
<b>Sodium 5mg</b>	less than 1%
<b>Total Carbohydrate 22g</b>	7%
<b>Sugars 19%</b>	
<b>Protein 0%</b>	
<b>Vitamin A - 100%</b>	
<b>Vitamin C - 150%</b>	
<b>Vitamin E - 100%</b>	
<b>Selenium - 100%</b>	
Not a significant source of saturated fat, cholesterol, and dietary fiber, calcium and iron	
*Percent Daily Values are based on a 2,000 calorie diet.	

CONTAINS 2% JUICE

#### shake it up!

##### INGREDIENTS:

Filtered Water, Crystalline Fructose, Hydrolyzed Inulin Syrup, Orange Juice Concentrate, Citric Acid, Natural Flavor, Ascorbic Acid (Vitamin C), Vitamin E Acetate, Soy Protein Isolate and Soy Flour, Maltodextrin/Modified Food Starch, Vitamin A Palmitate, Sugar, Selenium Complexed with Amino Acids and Polypeptides, BJT (antioxidant).



NO PRESERVATIVES

NO ARTIFICIAL COLORS

These Statements Have Not Been Evaluated by the Food and Drug Administration. This Product is Not Intended to Diagnose, Treat, Cure, or Prevent Any Disease

Refrigerate After Opening

Mfg. For Fuze Beverage, Inc.  
Englewood, New Jersey

ME 5 C DEPOSIT  
CA CASH REFUND

**15**

Which “Vitaboost” does Fuze claim will reduce scarring?

- A. A
- B. C
- C. E
- D. Selenium

**16**

How much Vitamin C does Fuze contain?

- A. 120 mg
- B. 150 mg
- C. 160 mg
- D. 180 mg

**17**

The description of vitamins and minerals listed under the Vitaboost section suggests that Fuze

- A. lifts energy and keeps you awake.
- B. fights disease and promotes health.
- C. increases attractiveness and makes teeth white.
- D. strengthens brain power and helps concentration.

## ***KEELBOAT COMPANION***

---

*Read this selection by Oregon author Roland Smith told from an unusual point of view to learn how Captain Meriwether Lewis first meets his new canine companion.*

WHEN I MET THE CAPTAIN I had been with Brady for nearly a year as he hauled goods up and down rivers on his small barge. We had been docked in Pittsburgh for two weeks, waiting for a load, the afternoon Captain Meriwether Lewis arrived to check on the men building his keelboat. I liked the cut of his jib, as the sailors said. There was a ruggedness beneath his gentlemanly clothes. He was a tall handsome man with brown hair. His eyes were sharp and intelligent, with a hint of sadness he could not quite disguise.

I wanted to do something to cheer him up, so I dropped the big rat I had just killed at his feet. This must have left a good impression, because Captain Lewis marched right over to Brady’s boat and said, “I want to buy this Newfoundland pup.”

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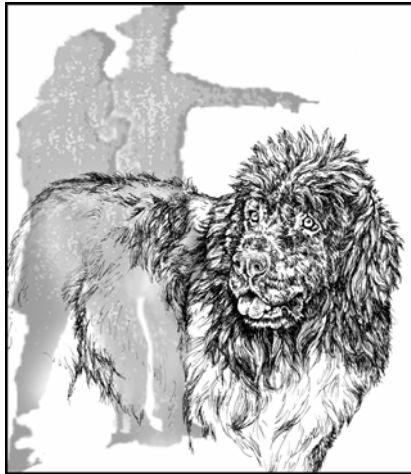
I was hardly a pup, being at the time fourteen months old, but I was impressed with his knowing an outstanding canine when he saw one. A skill Brady did not have.

"He's not for sale," Brady said, scratching his scraggly tobacco-stained beard. Just a week earlier, Brady had been complaining to his pals about the cost of feeding me and asked if any of them wanted to take me off his hands for free.

"I've been looking for a dog," Captain Lewis said. "Are you sure I can't convince you to sell him?"

"He's an awful good ratter. I'm going to keep him around."

Brady had no idea how good I was at catching rats, as he only let me off my rope a few minutes each day so I didn't foul his deck. I despised being



tied up, but I always returned to the barge when Brady whistled. Not because I was fond of the man, but because I was afraid of the consequences if I didn't return. Brady had a terrible temper and was quick and accurate with the horse quirt he always carried — "to keep you obedient, Runt," as he so prettily put it.

"I'll give you five dollars for him," Captain Lewis said.

Brady laughed. "Even if he were for sale, I wouldn't part with him for such a paltry sum. A fine Newf like this...And smart? He does whatever I say."

"Ten dollars."

"Sir, you insult me."

"Fifteen."

Brady did not agree to the price, but he looked much less insulted. He told the Captain how he had traveled to Newfoundland personally, at great risk and expense, to pick me out of the litter. "Can't trust nobody for an important decision like that. Champion here cost me a fortune, but he was worth every penny."

So now my name was Champion. I liked it, but the name was not destined to last long.

"He saved me from drowning three times," Brady continued. "How can you put a price on that?"

I had not saved him once and I wasn't sure that I would if the opportunity arose.

It was clear that the Captain did not believe Brady for a second, but he reached into his purse and pulled out two ten-dollar gold pieces and bounced them in the palm of his hand, saying, "My absolute final offer is twenty dollars."

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"Done!" Brady snatched the coins from the Captain's hand like a hungry gull after a minnow.

Captain Lewis got down on one knee and scratched me behind my ears. He seemed well pleased with the bargain. I hoped he remained that way.

"Now that he's yours, what do you plan to do with him?" Brady asked, more out of curiosity than concern.

"He'll be going to the Pacific Ocean with me and back."

Brady looked across the yard at the half-completed keelboat. "In that?" The Captain nodded.

"With all due respect, sir, the craft you're building is not seaworthy. Not by a long shot. It will never round the Cape. You'll be lucky if it doesn't founder when the first ocean swell strikes it."

"I'm not going by sea," Captain Lewis said. "I'm going down the Ohio, up the Mississippi and the Missouri, and from there —"

"Ah...so it's the Northwest Passage you're looking for."

The Captain nodded. "Among other things."

"They say there's nothing out in that wilderness but hardships, monstrous animals, and disease," Brady said, warming to his subject. "No one has ever —"

Captain Lewis ignored Brady and turned his full attention to me. "I'll call you Seaman," he said. "Before this is over you will have seen both the Atlantic and Pacific Oceans."

So I went from Runt to Champion to Seaman in the span of a few minutes.

"You'll be needing a rope to tie him up with," Brady said. "I have one on the barge."

"I will not need a rope. Let's go, Seaman."

**18**

Seaman said that he liked "the cut of his jib." This means he liked how Captain Lewis

- A. smiled.                      B. looked.                      C. walked.                      D. talked.

**19**

Brady tells Captain Lewis that he will be lucky if his craft doesn't "founder when the first ocean swell strikes it." As used here, *founder* means

- A. catch on fire.  
B. get lost.  
C. find the Northwest Passage.  
D. become disabled.

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**20**

Where does Captain Lewis say he is going?

- A. The Pacific Ocean
- B. The Atlantic Ocean
- C. The Columbia River
- D. The Cape

**21**

Based on what has happened so far, what is most likely to happen later in the story?

- A. Seaman will go on the keelboat with Captain Lewis.
- B. Seaman will run away to find Brady.
- C. Seaman will travel around the Cape.
- D. Seaman will be sold again.

**22**

Brady says that Seaman saved him from drowning three times to

- A. show Captain Lewis what a bad swimmer he is.
- B. tell Captain Lewis that Seaman could swim.
- C. get Captain Lewis to pay more money.
- D. explain to Captain Lewis why he won't sell Seaman.

**23**

The author uses Seaman, the dog, as the narrator of this story to show

- A. what dogs are like.
- B. the story from an unusual point of view.
- C. that dogs are important in history.
- D. that Captain Meriwether Lewis liked dogs.

**24**

This story goes on to explore themes of friendship, loyalty and trust. Which quote most strongly establishes the beginning of these themes?

- A. "I will not need a rope. Let's go, Seaman."
- B. "He's an awful good ratter. I'm going to keep him around."
- C. "I'll call you Seaman."
- D. "So I went from Runt to Champion to Seaman in the span of a few minutes."



## THE BREAKER BOYS

---

*According to the law, most children and early teens must attend school, so we don't usually think of their right to healthy working conditions. Read the following article to find out about a group of boys who fought for their rights at a time when such laws didn't exist.*



THE BREAKER BOYS WORKED FROM seven in the morning until six or seven-thirty at night. All day, they sat hunched over the coal chutes, picking out the slate and other useless material mixed in with the coal.

The breaker boss watched the boys carefully. He carried a stick or broom that he used to probe blocked coal chutes or to jab boys who daydreamed, fell asleep, talked, or performed slow or careless

work. "If you let some rock go through," said Joe Sudol, "he would poke you in the back with the stick."

By quitting time, the boys' backs ached. The fingers of new breaker boys developed a painful condition called "red tips." The sulfur deposits on the coal and slate irritated the boys' skin. Their fingers swelled, cracked open, and bled. After a few weeks, the boys' skin toughened up.

Yet the boys managed to resist the harsh working conditions. They often teased the breaker boss by throwing pieces of rock at him when he turned his back. Sometimes they threw pieces of wood into the machinery, causing it to break down. While men repaired the machinery, the boys played games.

The boys also learned the value of sticking together, and sometimes they protested by organizing wildcat strikes. During such strikes, they refused to work until their demands were met. At one breaker, for instance, the boys struck when the coal company bosses canceled the annual winter sledding party.

The bosses tried to prevent the boys from striking. If the breaker wasn't working, the coal couldn't be processed. A breaker boy strike could shut down the entire colliery operation.

At a Pottsville breaker, the bosses blocked the doorway to stop the boys from swarming out. Several boys climbed to the rafters

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and kicked coal dust down on the bosses. A black cloud filled the air, making it difficult to see and breathe. The boys escaped out the door.

At a Moosic breaker, the boys plotted to teach their mean boss a lesson. Instead of going to work one July morning, they went swimming.

Their boss found them at the swimming hole and ordered them to report to the breaker. As he stood there, two boys rushed him from behind and knocked him into the water, where the other boys were waiting. They dunked the boss again and again. Soon the mine superintendent and another foreman found them. They ordered the boys to stop and get to work.

Suddenly, the boys realized that they were in a position to bargain. The boys refused to return to work unless their mean breaker boss was fired. They shouted back and forth in negotiation until the bosses offered a compromise: they wouldn't fire the mean boss, but he would be transferred to another job, and the boys would be given a new boss. Satisfied, the boys climbed out of the swimming hole and returned to work.

As the boys grew older and moved into other jobs at the colliery, they carried their militant spirit with them. They continued to stick together in their fight for fairer and better living and work conditions. They learned that power was found in numbers.

**25**

Why does the author most likely include details such as the boys teasing the boss?

- A. To make the bosses more sympathetic than the boys
- B. To give an unbiased report that doesn't take sides
- C. To provide some humor to break up the serious mood
- D. To show the boys deserved to be poked

**26**

What was the specific job of the breaker boys?

- A. Operating machines that cleaned the coal
- B. Working in the mines to gather the coal
- C. Unplugging the chutes that delivered the coal
- D. Removing unwanted materials from the coal

## Reading and Literature ▼

**27**

What is the main message the author is trying to get across in this selection?

- A. The breaker boys learned how to stand up for themselves and improve their work conditions.
- B. The breaker boys had harsh working conditions that produced physical injuries.
- C. The breaker boys thought up ways to tease their bosses and cope with difficult jobs.
- D. The breaker boys had a militant spirit that sometimes got them into trouble.

**28**

Even though the children often broke rules on the job and angered their bosses, they were still offered a compromise. This indicates that

- A. the bosses felt bad and wanted to begin treating the boys well.
- B. the bosses actually enjoyed having the boys at the factories.
- C. the boys were desperately needed to return to work to do their jobs.
- D. the boys were hard workers and bosses wanted to reward them.

**29**

Which of the following BEST explains why the bosses continued to hire boys at the factories?

- A. The health of the boys was better than that of the other available workers.
- B. The nature of the jobs at the factories required workers with small hands.
- C. No one else had the advanced training to do the kind of jobs that the boys did.
- D. The boys were a large labor force that could be hired at lower wages than adults.

**30**

The word “breaker” is used throughout this selection. You can assume it means

- A. coal processor.
- B. machinery operator.
- C. striking worker.
- D. sulfur deposit.

**Grade 7 Reading/Literature  
SAMPLE TEST KEY 2009-1011**

Item	Key	Score Reporting Category
1	A	Demonstrate General Understanding
2	A	Demonstrate General Understanding
3	B	Examine Content/Structure Literary Text
4	C	Vocabulary
5	C	Develop an Interpretation
6	D	Examine Content/Structure Literary Text
7	C	Develop an Interpretation
8	C	Vocabulary
9	B	Vocabulary
10	C	Develop an Interpretation
11	D	Examine Content/Structure Informational Text
12	D	Examine Content/Structure Informational Text
13	C	Examine Content/Structure Informational Text
14	B	Vocabulary
15	C	Read to Perform a Task
16	A	Read to Perform a Task
17	B	Read to Perform a Task
18	B	Vocabulary
19	D	Vocabulary
20	A	Demonstrate General Understanding
21	A	Develop an Interpretation
22	C	Develop an Interpretation
23	B	Examine Content/Structure Literary Text
24	A	Examine Content/Structure Literary Text
25	C	Examine Content/Structure Informational Text
26	D	Demonstrate General Understanding
27	A	Develop an Interpretation
28	C	Develop an Interpretation
29	D	Develop an Interpretation
30	A	Vocabulary

CONVERTING TO A RIT SCORE			
Number correct	RIT Score	Number Correct	RIT Score
1	187.3	16	223.0
2	194.6	17	224.4
3	199.1	18	225.8
4	202.4	19	227.3*
5	205.0	20	228.8
6	207.3	21	230.4
7	209.3	22	232.1
8	211.2	23	233.9
9	212.9	24	235.9
10	214.5	25	238.2
11	216.0	26	240.9**
12	217.4	27	244.2
13	218.9	28	248.8
14	220.2	29	256.0
15	221.6	30	263.2
*Likely to meet the grade 7 standard		**Likely to exceed the grade 7 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) |

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