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Grade 7 English Language Arts/Literacy End-of-Year Assessment Practice Test

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Directions:

Today, you will be taking the Grade 7 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

Read the folktale "The Four Dragons." Then answer questions 1 through 5.

The Four Dragons

- 1 Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.
- 2 "Come over here quickly!" the Pearl Dragon cried out suddenly.
- 3 "What's up?" asked the other three, looking down in the direction where the Pearl Dragon pointed.
- 4 On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured,
- 5 "Please send rain quickly, God of Heaven, to give our children rice to eat."
- 6 For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.
- 7 "How poor the people are!" said the Yellow Dragon. "And they will die if it doesn't rain soon."
- 8 The Long Dragon nodded. Then he suggested, "Let's go and beg the Jade Emperor for rain."
- 9 So saying, he leapt into the clouds. The others followed closely and flew towards the Heavenly Palace. Being in charge of all the affairs in heaven on earth and in the sea, the Jade Emperor was very powerful. He was not pleased to see the dragons rushing in.
- 10 "Why do you come here instead of staying in the sea and behaving yourselves?"
- 11 The Long Dragon stepped forward and said, "The crops on earth are withering and dying, Your Majesty. I beg you to send rain down quickly!"
- 12 "All right. You go back first, I'll send some rain down tomorrow." The Jade Emperor pretended to agree while listening to the songs of the fairies.
- 13 The four dragons responded, "Thanks, Your Majesty!"

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GO ON ►

- 14 The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots, some forced to eat white clay when they ran out of bark and grass roots. Seeing all this, the four dragons felt very sorry, for they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely on themselves to relieve the people of their miseries. But how to do it? Seeing the vast sea, the Long Dragon said that he had an idea.
- 15 "What is it? Out with it, quickly!" the other three demanded.
- 16 "Look, is there not plenty of water in the sea where we live? We should scoop it up and spray it towards the sky. The water will be like rain drops and come down to save the people and their crops," said Long Dragon.
- 17 "Good idea!" said the others as they clapped their hands.
- 18 "But," said the Long Dragon after thinking a bit, "we will be blamed if the Jade Emperor learns of this."
- 19 "I will do anything to save the people," the Yellow Dragon said resolutely.
- 20 "Then let's begin. We will never regret it," said Long Dragon.
- 21 The Black Dragon and the Pearl Dragon were not to be outdone. They flew to the sea, scooped up water in their mouths, and then flew back into the sky where they sprayed the water out over the earth. The four dragons flew back and forth, making the sky dark all around. Before long the sea water became rain pouring down from the sky.
 - 22 "It's raining! It's raining! The crops will be saved!" the people cried and leaped with joy.
 - 23 On the ground the wheat stalks raised their heads and the sorghum stalks straightened up. The god of the sea discovered these events and reported to the Jade Emperor.
 - 24 "How dare the four dragons bring rain without my permission!" said the Jade Emperor.
 - 25 The Jade Emperor was enraged, and ordered the heavenly generals and their troops to arrest the four dragons. Being far outnumbered, the four dragons could not defend themselves, and they were soon arrested and brought back to the heavenly palace.
 - 26 "Go and get four mountains to lay upon them so that they can never escape!" The Jade Emperor ordered the Mountain God.

27 The Mountain God used his magic power to make four mountains fly there, whistling in the wind from afar, and pressed them down upon the four dragons. Imprisoned as they were, they never regretted their actions. Determined to do good for the people forever, they turned themselves into four rivers, which flowed past high mountains and deep valleys, crossing the land from the west to the east and finally emptying into the sea. And so China's four great rivers were formed—the Heilongjian (Black Dragon) in the far north, the Huanghe (Yellow River) in central China, the Changjiang (Yangtze, or Long River) farther south, and the Zhujiang (Pearl) in the very far south.

The Four Dragons—Public Domain

How do the dragons' actions contribute to the development of the theme of the folktale?

- Their playfulness shows that appearances can be misleading when making character judgments.
- Their willingness to disobey the Jade Emperor shows that sacrifice is often needed for the good of others.
- © Their reliability shows that respecting one's elders and following instructions are necessary for a successful society.
- Their respect for the Jade Emperor shows that children can learn much from their ancestors about historical events.

Part B

Which **two** paragraphs from the folktale support the answer to Part A?

- A paragraph 1
- B paragraph 8
- © paragraph 13
- paragraph 18
- paragraph 23
- paragraph 27

How does the description of the people in paragraph 4 help shape the plot of the folktale?

- A by illustrating their customs and beliefs
- By spurring the dragons to take action
- by providing context for the dragons' mystical powers
- by emphasizing the concern they have for each other

Part B

Which additional detail helps shape the plot in a similar way as the description in paragraph 4?

- the dragons' visit to the Jade Emperor
- ® the celebration of the people when rain fell
- the Jade Emporer's lack of response to the people's need
- the Mountain God's actions toward the dragons

As used in paragraph 19, what is the meaning of the word **resolutely**?

- A acting with determination
- B hesitating to act
- © producing results
- proceeding cautiously

Part B

Which quotation **most** helps the reader understand the meaning of **resolutely**?

- (a) "Look, is there not plenty of water in the sea where we live?"

 (paragraph 16)
- © "Good idea!' said the others as they clapped their hands." (paragraph 17)
- "Then let's begin. We will never regret it,' said Long Dragon." (paragraph 20)

In the folktale, how do the dragons **most** impact the resolution of the plot?

- A by providing rain for the people
- B by becoming imprisoned in mountains
- © by creating a permanent water supply
- by angering the god of the sea

Part B

Which detail from the folktale **best** supports the answer to Part A?

- "The water will be like rain drops and come down to save the people" (paragraph 16)
- ". . . discovered these events and reported to the Jade Emperor."
 (paragraph 23)
- © "Go and get four mountains to lay upon them" (paragraph 26)
- ". . . they turned themselves into four rivers" (paragraph 27)

Which difference in attitudes between the Jade Emperor and the dragons influences events later in the folktale?

- The Jade Emperor is amused by the needs of the people, and the dragons are annoyed.
- The Jade Emperor is angered by the needs of the people, and the dragons are pleased.
- © The Jade Emperor is indifferent about the needs of the people, and the dragons are concerned.
- The Jade Emperor is upset about the needs of the people, and the dragons are worried.

Part B

Which paragraphs provide evidence to support the answer to Part A?

- ♠ paragraphs 2–3
- © paragraphs 11–12
- paragraphs 22-23

Today you will read two articles about rocks. After reading each article, you will answer questions.

Read the article "Collecting Rocks." Then answer questions 6 and 7.

Collecting Rocks

by Rachel M. Barker

Types of Rocks

- 1 Geologists classify rocks in three groups, according to the major Earth processes that formed them. The three rock groups are *igneous*, *sedimentary*, and *metamorphic* rocks. Anyone who wishes to collect rocks should become familiar with the characteristics of these three rock groups. Knowing how a geologist classifies rocks is important if you want to transform a random group of rock specimens into a true collection.
- 2 Igneous rocks are formed from melted rock that has cooled and solidified. When rocks are buried deep within the Earth, they melt because of the high pressure and temperature; the molten rock (called magma) can then flow upward or even be erupted from a volcano onto the Earth's surface. When magma cools slowly, usually at depths of thousands of feet, crystals grow from the molten liquid, and a coarse-grained rock forms. When magma cools rapidly, usually at or near the Earth's surface, the crystals are extremely small, and a fine-grained rock results. A wide variety of rocks are formed by different cooling rates and different chemical compositions of the original magma. Obsidian (volcanic glass), granite, basalt, and andesite porphyry are four of the many types of igneous rock.
- 3 Sedimentary rocks are formed at the surface of the Earth, either in water or on land. They are layered accumulations of sediments—fragments of rocks, minerals, or animal or plant material. Temperatures and pressures are low at the Earth's surface, and sedimentary rocks show this fact by their appearance and the minerals they contain. Most sedimentary rocks become cemented together by minerals and chemicals or are held together by electrical attraction; some, however, remain loose and unconsolidated. The layers are normally parallel or nearly parallel to the Earth's surface; if they are at high angles to the surface or are twisted or broken, some kind of Earth movement has occurred since the rock was formed. Sedimentary rocks are

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GO ON ▶

forming around us all the time. Sand and gravel on beaches or in river bars look like the sandstone and conglomerate they will become. Compacted and dried mud flats harden into shale. Scuba divers who have seen mud and shells settling on the floors of lagoons find it easy to understand how sedimentary rocks form.

4 Sometimes sedimentary and igneous rocks are subjected to pressures so intense or heat so high that they are completely changed. They become *metamorphic rocks*, which form while deeply buried within the Earth's crust. The process of metamorphism does not melt the rocks, but instead transforms them into denser, more compact rocks. New minerals are created either by rearrangement of mineral components or by reactions with fluids that enter the rocks. Some kinds of metamorphic rocks—granite gneiss and biotite schist are two examples—are strongly banded or foliated. (Foliated means the parallel arrangement of certain mineral grains that gives the rock a striped appearance.) Pressure or temperature can even change previously metamorphosed rocks into new types.

From Collecting Rocks by Rachel M. Barker, USGS—Public Domain

Based on the evidence in the article, what is **most likely** the author's purpose in "Collecting Rocks"?

- to persuade people to create a rock collection
- to explain a new method for analyzing rocks
- © to inform a possible rock collector about how to group rocks
- to explain the difficulties scientists have in grouping rocks

Part B

Which statement **best** supports the answer to Part A?

- The author claims that a person can create an impressive collection of rocks.
- ® The author explains how geologists classify rocks.
- © The author describes how high pressure and temperature affect rock formations.
- The author discusses how layers of rock are held together.

How does the author primarily structure "Collecting Rocks"?

- by discussing the effects of pressure on rock formation
- by describing the characteristics of specific types of rocks
- © by comparing the sizes and shapes of rocks
- by focusing on order of importance of rock types

Part B

Which detail from the article **best** supports the answer to Part A?

- ". . . formed from melted rock that has cooled and solidified."
 (paragraph 2)
- © "... (volcanic glass), granite, basalt ..." (paragraph 2)
- Temperatures and pressures are low" (paragraph 3)

Read the article "Xenolith." Then answer questions 8 and 9.

Xenolith

- 1 A xenolith is a piece of rock trapped in another type of rock.
- 2 Most of the time, a xenolith is a rock embedded in magma while the magma was cooling. Magma is the molten rock beneath the Earth's crust that emerges as lava during a volcanic eruption. The rock that forms from cooled magma is called igneous rock. Xenoliths are different types of rock embedded in igneous rock.
- 3 Xenoliths are torn from deep cracks, or pipes, in the Earth's surface. Magma rises to the Earth's surface through these pipes between the Earth's crust and mantle. As the molten material rises, it tears off bits and pieces of the magma pipe in which it is traveling. These bits and pieces, trapped in the magma but not melting into it, become xenoliths. Crystals that are torn from the sides of magma pipes are called xenocrysts.
- 4 As magma erupts or flows from the Earth's surface, it is cooled by exposure to air or water. Lava cools fairly quickly, and various types of igneous rocks are formed. Xenoliths are usually visible. They have a different color and density than the surrounding igneous rock. Xenoliths can be as small as a grain of sand or as large as a football, and as long as several meters.
- 5 Xenoliths and xenocrysts are affected by temperature. A xenolith may lose its unique qualities if it melts into the surrounding magma. As it cools, the material may cease being a xenolith at all and become a metamorphic rock. Metamorphic rock is a rock that has changed from one form (sedimentary or igneous) to another.
- 6 Xenoliths and xenocrysts are often identified by the names of the two rock types involved. A peridotite xenolith in a basaltic lava flow, for instance, means a chunk of the rock peridotite is embedded in basalt rock. The peridotite is usually yellow and dense, while the basalt is usually grey and light.
- 7 Xenoliths and xenocrysts provide valuable information about the geology of the Earth's mantle. Scientists study the chemical properties of xenoliths to understand the depth at which they were formed. Many xenocrysts were created hundreds of kilometers within the Earth, far below the deepest mines and wells. The information about the condition of the mantle at these depths

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GO ON ▶

- would be impossible to understand without xenoliths and xenocrysts. Some of the features studied by geologists are temperature, pressure, construction, and movement within the Earth's surface.
- 8 Xenoliths can be a piece of rock trapped in a piece of sedimentary rock, but this is rare. Xenoliths have also been found in meteorites, or rocks from outer space that have crashed into Earth. The xenoliths in meteorites were formed from collisions with other objects outside the Earth's atmosphere.

"Xenolith" from National Geographic Education, copyright © by National Geographic Society. Used by permission. All rights reserved © Gerald Rhemann. Used by permission.

How do xenoliths and xenocrysts help scientists understand the Earth?

- A by revealing the chemical properties of the Earth's mantle
- B by exposing the conditions deep within the Earth's crust
- © by demonstrating why lava cools quickly at the Earth's surface
- by displaying how the Earth's atmosphere is affected by collisions with meteorites

Part B

Which detail from the article provides evidence for the answer to Part A?

- "Magma rises to the Earth's surface through these pipes between the Earth's crust and mantle." (paragraph 3)
- "As magma erupts or flows from the Earth's surface, it is cooled by exposure to air or water." (paragraph 4)
- © "Some of the features studied by geologists are temperature, pressure, construction, and movement within the Earth's surface." (paragraph 7)
- The xenoliths in meteorites were formed from collisions with other objects outside the Earth's atmosphere." (paragraph 8)

Which statement includes two central ideas of "Xenolith"?

- Xenoliths exist only in igneous rock and can help explain where meteorites come from.
- Xenoliths are usually formed by magma and are encased in other rock types.
- © Xenoliths and xenocrysts look like sand and can give useful information about the Earth's atmosphere.
- Xenoliths and xenocrysts can be found in all types of rock and can help explain how sedimentary rock is formed.

Part B

Which **two** details **best** support the answer to Part A?

- ". . . a xenolith is a rock embedded in magma while the magma was cooling." (paragraph 2)
- "Xenoliths can be as small as a grain of sand or as large as a football" (paragraph 4)
- "Xenoliths and xenocrysts are affected by temperature." (paragraph 5)
- "Xenoliths and xenocrysts are often identified by the names of the two rock types involved." (paragraph 6)
- "A peridotite xenolith in a basaltic lava flow, for instance, means a chunk of the rock peridotite is embedded in basalt rock." (paragraph 6)
- © "Scientists study the chemical properties of xenoliths to understand the depth at which they were formed." (paragraph 7)

Refer to the articles "Collecting Rocks" and "Xenolith." Then answer questions 10 and 11.

10. Part A

Which important idea is found in **both** "Collecting Rocks" and "Xenolith"?

- Magma helps form certain kinds of rocks.
- ® Rocks fit into three basic categories.
- © Some rocks are identified by the names of other rocks.
- Some rocks are formed on the Earth's surface.

Part B

Which **two** quotations, **one** from each passage, **best** support the answer to Part A?

- They are layered accumulations of sediments—fragments of rocks, minerals, or animal or plant material." ("Collecting Rocks," paragraph 3)
- © "They become *metamorphic rocks*, which form while deeply buried within the Earth's crust." ("Collecting Rocks," paragraph 4)
- "Xenoliths are different types of rock embedded in igneous rock." ("Xenolith," paragraph 2)
- "Lava cools fairly quickly, and various types of igneous rocks are formed." ("Xenolith," paragraph 4)
- © "Xenoliths and xenocrysts are often identified by the names of the two rock types involved." ("Xenolith," paragraph 6)

The word **metamorphic** is used in both "Collecting Rocks" and "Xenolith." Based on the information in the articles, what does **metamorphic** mean?

- A growing in size
- B becoming something else
- © rising to the surface
- © containing crystals

Part B

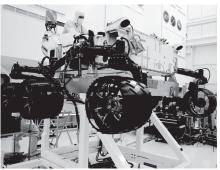
Which phrases give clues to the meaning of **metamorphic**? Choose **two** phrases, one from each article.

- ". . . mud and shells settling on the floors of lagoons . . ." ("Collecting Rocks," paragraph 3)
- © ". . . transforms them into denser, more compact rocks." ("Collecting Rocks," paragraph 4)
- "... can be as small as a grain of sand or as large as a football ..."("Xenolith," paragraph 4)
- ". . . has changed from one form (sedimentary or igneous) to another." ("Xenolith," paragraph 5)
- ". . . formed from collisions with other objects . . ." ("Xenolith," paragraph 8)

Read the article "Five Things About NASA's Mars Curiosity Rover." Then answer questions 12 through 16.

Five Things About NASA's Mars Curiosity Rover

by Courtney O'Connor



IASA / JPL-Caltec ublic Domain

Engineers working in a clean room at NASA's Jet Propulsion Laboratory installed six new wheels on the Curiosity rover and rotated all six wheels at once on July 9, 2010.

- 1 Mars Science Laboratory, aka Curiosity, is part of NASA's Mars Exploration Program, a long-term program of robotic exploration of the Red Planet. The mission is scheduled to launch from Cape Canaveral, Fla., in late 2011, and arrive at an intriguing region of Mars in August 2012. The goal of Curiosity, a rolling laboratory, is to assess whether Mars ever had an environment capable of supporting microbial life and conditions favorable for preserving clues about life, if it existed. This will help us better understand whether life could have existed on the Red Planet and, if so, where we might look for it in the future.
- 2 **How Big Is It?:** The Mini Cooper-sized rover is much bigger than its rover predecessors, Spirit, Opportunity and Sojourner. Curiosity is twice as long (about 2.8 meters, or 9 feet) and four times as heavy as Spirit and Opportunity, which landed in 2004. Sojourner, about the size of a microwave oven, landed in 1997 as part of the Mars Pathfinder mission.
- 3 **Landing—Where and How:** Curiosity will land near the foot of a mountain taller than Pike's Peak near the middle of Gale Crater, which is the size of

Connecticut and Rhode Island combined. The landing system is similar to a sky crane heavy-lift helicopter. After a parachute slows the rover's descent toward Mars, a rocket-powered backpack will lower the rover on a tether during the final moments before landing. This method allows landing a very large, heavy rover on Mars (instead of the airbag landing systems of previous Mars rovers). Other innovations enable a landing within a smaller target area than previous Mars missions.

- 4 **Toolkit:** Curiosity will use 10 science instruments to examine rocks, soil and the atmosphere. A laser will vaporize patches of rock from a distance, and another instrument will search for organic compounds. Other instruments include mast-mounted cameras to study targets from a distance, arm-mounted instruments to study targets they touch, and deck-mounted analytical instruments to determine the composition of rock and soil samples acquired with a powdering drill and a scoop.
- 5 **Big Wheels:** Each of Curiosity's six wheels has an independent drive motor. The two front and two rear wheels also have individual steering motors. This steering allows the rover to make 360-degree turns in-place on the Mars surface. The wheel's diameter is double the wheel diameter on Spirit and Opportunity, which will help Curiosity roll over obstacles up to 75 centimeters (30 inches) high.
- 6 **Rover Power:** A nuclear battery will enable Curiosity to operate year-round and farther from the equator than would be possible with only solar power.

From Five Things About NASA's Mars Curiosity Rover by Courtney O'Connor; NASA—Public Domain

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GO ON ▶

What does the word **innovations** mean as it is used in paragraph 3?

- A devices
- missions
- © attempts
- advancements

Part B

Which **two** phrases from paragraph 3 help the reader understand the meaning of **innovations**?

- ® "... slows the rover's descent toward Mars ..."
- © "... will lower the rover on a tether ..."
- ". . . during the final moments before landing."
- © "... allows landing a very large, heavy rover on Mars ..."
- ". . . enable a landing within a smaller target area . . ."

Why did NASA **most likely** build a more advanced rover to explore Mars?

- Our iosity would be able to navigate a more effective landing on Mars.
- ® Curiosity would eliminate the need for future rover missions to Mars.
- © The older rovers had stopped transmitting information from Mars.
- The older rovers' solar batteries ran out of power on Mars.

Part B

Which quotation from the article supports the answer to Part A?

- "Other innovations enable a landing within a smaller target area than previous Mars missions." (paragraph 3)
- © "Other instruments include mast-mounted cameras to study targets from a distance" (paragraph 4)
- "Each of Curiosity's six wheels has an independent drive motor." (paragraph 5)

What is the author's purpose for writing this article?

- to inform readers of the possible hazards of the Mars Curiosity rover
- ® to persuade readers to continue funding the Mars Curiosity rover
- © to describe the mission and functions of the Mars Curiosity rover
- to argue that the future of science is dependent on the mission of the Mars Curiosity rover

Part B

Which **two** sentences from the article help readers understand the author's purpose?

- The goal of Curiosity, a rolling laboratory, is to assess whether Mars ever had an environment capable of supporting microbial life and conditions favorable for preserving clues about life, if it existed." (paragraph 1)
- The Mini Cooper-sized rover is much bigger than its rover predecessors, Spirit, Opportunity and Sojourner." (paragraph 2)
- © "Curiosity will land near the foot of a mountain taller than Pike's Peak near the middle of Gale Crater, which is the size of Connecticut and Rhode Island combined." (paragraph 3)
- The landing system is similar to a sky crane heavy-lift helicopter." (paragraph 3)
- "After a parachute slows the rover's descent toward Mars, a rocket-powered backpack will lower the rover on a tether during the final moments before landing." (paragraph 3)
- © "Curiosity will use 10 science instruments to examine rocks, soil and the atmosphere." (paragraph 4)

Which statement expresses a central idea of the article?

- Landing a rover on Mars requires years of preparation.
- Sending a rover to Mars requires the teamwork of many scientists.
- © The Curiosity rover is being assisted by many rovers in the robotic exploration of Mars.
- The Curiosity rover is more highly developed than previous rovers sent to explore Mars.

Part B

How does the author develop the central idea over the course of the article?

- by explaining what NASA learned from previous rover missions sent to Mars
- By outlining the steps Curiosity will follow in examining the surface of Mars
- by arguing that more money should be made available to fund future missions to Mars
- by describing the newer features of Curiosity and how they will benefit the Mars mission

How will NASA's creation of the Mars Curiosity rover help with the study of possible life on Mars?

- The rover will conduct experiments using advanced features.
- The rover will provide information about how the Gale Crater was formed.
- © The rover will determine what type of equipment will be needed for future explorations.
- The rover will examine why earlier robotic explorations were not as successful.

Part B

Which sentence from the article supports the answer to Part A?

- This method allows landing a very large, heavy rover on Mars (instead of the airbag landing systems of previous Mars rovers)." (paragraph 3)
- "A laser will vaporize patches of rock from a distance, and another instrument will search for organic compounds." (paragraph 4)
- "Each of Curiosity's six wheels has an independent drive motor." (paragraph 5)
- The two front and two rear wheels also have individual steering motors." (paragraph 5)

Read the interview with Dave Withrow, a marine mammal biologist with the National Oceanographic and Atmospheric Administration (NOAA), about an international effort to rescue three gray whales trapped near Barrow, Alaska in 1988. Then answer questions 17 through 22.

NOAA's Big Miracle Worker

NOAA marine mammal biologist Dave Withrow and the event that inspired Hollywood.

Feb 1, 2012

How did you get involved in Operation Breakthrough?

1 I work for NOAA at the Alaska Fisheries Science Center, and anything whale-related, especially on the West Coast, comes through our office. Initially, there were no gray whale experts on the scene in Barrow. We were watching the news reports every night, and the lack of factual information would make all of us cringe. A week after the whales were found, then director of NOAA's National Marine Mammal Laboratory, Howard Braham, asked me to go work with the press and make sure they had accurate information about these incredible creatures.

Can you describe what it was like when you arrived on the scene?

2 It was freezing—about 30 to 40 degrees below zero every day during the rescue, so not at all like the average whale stranding at the beach. This was October in Alaska and everyone on the scene had to endure a lot of difficult conditions to be there. Meanwhile, it was a total zoo in Barrow with all the reporters there. At the time, we didn't know why this had captured the whole world's attention, but all eyes were on us. The whales were relatively young and confused. All of the other gray whales had started migrating much earlier, but these three whales stayed in the feeding grounds too long. As a result, they were trapped by ice as temperatures continued to drop. Once we started moving the whales toward freedom, however, I couldn't help but think that they knew something was happening. They seemed to understand that we were there to help them along.

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GO ON ▶

How did you keep the whales and people safe?

3 It did help that the whales were located a good way from Barrow and the only route there was by snow machine or on one of the helicopters dedicated to the rescue effort. A rotating group of TV reporters and cameramen were flown out to the whales daily. Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort. Most of the people who live in Barrow know the conditions out on the ice better than anyone. We followed their advice and they helped us make decisions along the way. If they said it was time to stop because it was too dangerous, we listened. The Inupiat people who lived in and around Barrow did most of the hole-cutting, and their knowledge and guidance helped the operation stay safe and on track.

Did things get complicated with so many people wanting to help with the rescue?

4 There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part. There was a balancing act to include all of those who wanted to help with those that could really provide useful assistance. Aside from freeing the whales, it was the involvement of so many groups that actually became the operation's biggest success story. Groups that were usually on opposite sides of major issues all came together to free the whales from the ice. This was during the height of the Cold War. Cooperation between the United States and Soviet Union on any issue was basically unheard of, especially on something so publicized.

How did you rescue the whales?

5 We had a lot of support. One company sent chain saws to help cut holes in the ice. Another sent portable generators to provide light and power. We cut a series of holes in the ice, hoping that the whales would swim from one hole to the next but it was so cold that they kept freezing over. The owners of a Minnesota company that specialized in underwater pumps saw the TV news reports and sent us special pumps made to circulate water and prevent freezing. All along, we had planned to use whale mating sounds to lure the whales from hole to hole. Quite by accident we discovered that the noise generated by the pumps attracted the whales. The pumps allowed us to coax

the whales to a new breathing hole ahead. It really helped us move them along. While we were carefully moving the whales, a Soviet ice-breaker arrived. It broke through a 15-foot area at the head of the bay area and cleared a channel for a few miles. We didn't want the ice-breaker getting too close to the whales, so [we] continued cutting holes to meet the channel so the whales could swim freely.

From NOAA's Big Miracle Worker; NOAA—Public Domain

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GO ON ▶

In paragraph 2 of "NOAA's Big Miracle Worker," what tone does the phrase **it was a total zoo** convey?

- A urgent
- © annoyed
- pleading

Part B

Which detail from the interview indicates a tone similar to the one identified in Part A?

- "All of the other gray whales had started migrating much earlier, but these three whales stayed in the feeding grounds too long." (paragraph 2)
- They seemed to understand that we were there to help them along." (paragraph 2)
- © "Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort." (paragraph 3)
- There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part." (paragraph 4)

In what way did the people living in the area impact the whale rescue?

- A They knew how to coordinate diverse groups of wildlife specialists.
- They kept rescuers safe by giving advice about conditions.
- © They had experience working with reporters during previous whale rescues.
- They had connections to companies that could supply necessary equipment.

Part B

Which detail from the interview **best** supports the answer to Part A?

- ". . . their knowledge and guidance helped the operation"
 (paragraph 3)
- © "... everyone wanted to play a part." (paragraph 4)
- "... pumps made to circulate water and prevent freezing." (paragraph 5)

Which sentence from "NOAA's Big Miracle Worker" includes two central ideas from the interview?

- "Once we started moving the whales toward freedom, however, I couldn't help but think that they knew something was happening." (paragraph 2)
- "It did help that the whales were located a good way from Barrow and the only route there was by snow machine or on one of the helicopters dedicated to the rescue effort." (paragraph 3)
- © "If they said it was time to stop because it was too dangerous, we listened." (paragraph 3)
- "Aside from freeing the whales, it was the involvement of so many groups that actually became the operation's biggest success story." (paragraph 4)

Part B

Which additional sentence offers the **best** support for the central ideas in Part A?

- "We followed their advice and they helped us make decisions along the way." (paragraph 3)
- © "All along, we had planned to use whale mating sounds to lure the whales from hole to hole." (paragraph 5)
- "While we were carefully moving the whales, a Soviet ice-breaker arrived." (paragraph 5)

How does paragraph 2 contribute to the structure of the interview?

- It presents an explanation for the whales' stranding.
- It explains how the setting affected the rescue.
- © It captures the reader's interest with a description of the whales.
- It provides the reader with information about the groups involved in the rescue.

Part B

Which detail from paragraph 2 of the interview **best** supports the answer to Part A?

- ® "... a total zoo in Barrow with all the reporters there."
- © ". . . were relatively young and confused."
- ". . . the other gray whales had started migrating"

What effect did the owners of a Minnesota company have on the rescue?

- The equipment they sent allowed breathing holes to be cut in the ice.
- The equipment they sent helped to provide light for the workers.
- © The equipment they sent helped the whales move forward from one hole to the next.
- The equipment they sent broke through the ice to create a path through the bay.

Part B

Which **two** details from paragraph 5 of the interview **best** support the answer to Part A?

- ". . . chain saws to help cut holes in the ice."
- ". . . circulate water and prevent freezing."
- © "... whale mating sounds to lure the whales ..."
- ". . . noise generated by the pumps attracted the whales."
- © "... broke through a 15-foot area at the head of the bay ..."

What made Dave Withrow uniquely qualified to join Operation Breakthrough?

- A his experience participating in marine mammal rescues
- his knowledge about the behavior of marine mammals
- his understanding of conditions the rescuers faced
- nis relationship with members of the news media

Part B

Which piece of evidence from the interview **best** supports the answer to Part A?

- (A) ". . . anything whale-related, especially on the West Coast, comes through our office." (paragraph 1)
- ". . . not at all like the average whale stranding at the beach."
 (paragraph 2)
- © ". . . we didn't know why this had captured the whole world's attention, but all eyes were on us." (paragraph 2)
- ". . . their knowledge and guidance helped the operation stay safe and on track." (paragraph 3)



You have come to the end of the test.

- Review your answers.
- Then, close your test booklet and raise your hand to turn in your test materials.

STOP



Grade 7 English Language Arts/Literacy Test Booklet

End-of-Year Assessment
Practice Test

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