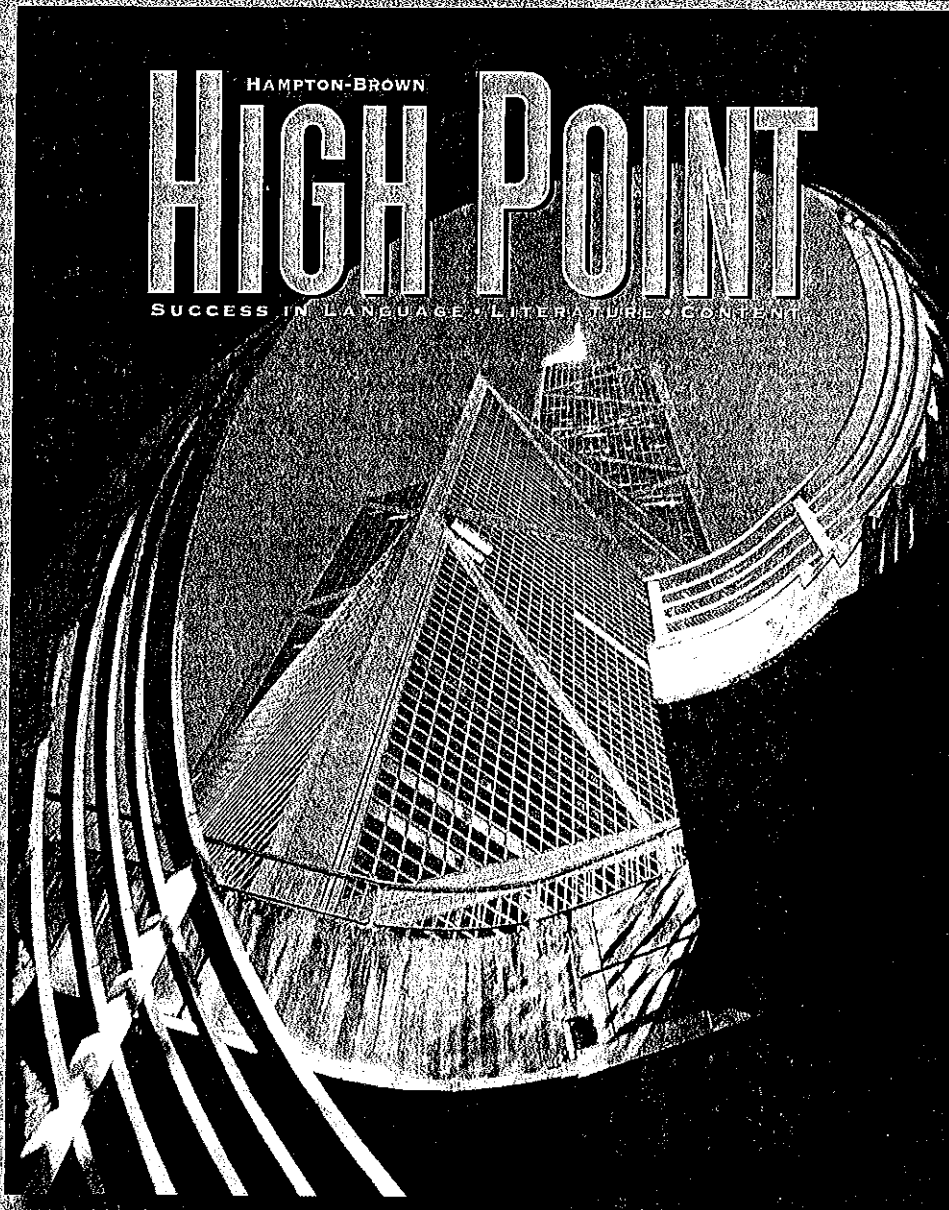


e-Assessment Edition

End-of-Level Test



Level C

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Choose the best answer. Mark your answer.

- 1 A concept is —
Ⓐ an idea
Ⓑ an event
Ⓒ an answer
Ⓓ a letter on a keyboard
- 2 Someone who is talented is —
Ⓕ awful
Ⓖ skillful
Ⓗ careful
Ⓙ beautiful
- 3 When you assemble something, you —
Ⓐ do it twice
Ⓑ write it down
Ⓒ think about it
Ⓓ put it together
- 4 To be inspired is to be —
Ⓕ angry
Ⓖ asleep
Ⓗ surprised
Ⓙ encouraged
- 5 When you are a delegate, you are —
Ⓐ confused by an answer
Ⓑ given power to act for others
Ⓒ embarrassed by something you did
Ⓓ made to suffer for doing something wrong
- 6 To deliberate is to —
Ⓕ trade something
Ⓖ see something first
Ⓗ think something over
Ⓙ keep something for the future
- 7 Something that is ordinary is —
Ⓐ usual
Ⓑ hidden
Ⓒ organized
Ⓓ surprising
- 8 An alternative is a —
Ⓕ sport
Ⓖ choice
Ⓗ product
Ⓙ collection
- 9 When you issue something, you —
Ⓐ provide it
Ⓑ remember it
Ⓒ argue about it
Ⓓ feel sorry about it
- 10 Something that is superior is —
Ⓕ small
Ⓖ ancient
Ⓗ excellent
Ⓙ dangerous
- 11 When you pursue something, you —
Ⓐ make it
Ⓑ chase it
Ⓒ refuse it
Ⓓ compare it
- 12 When there is unemployment, people are —
Ⓕ fully grown
Ⓖ out of work
Ⓗ left all alone
Ⓙ in a cold climate

GO ON 

VOCABULARY, *continued*

DIRECTIONS Read the sentences in each box. Then read the item carefully. Choose the best answer. Mark your answer.

13

The hikers were proficient climbers, but it took them all day to reach the top of the mountain. It was very steep.

Proficient probably means —

- (A) expert
- (B) difficult
- (C) exhausted
- (D) well-dressed

14

On the way up, the hikers noticed a deer. They couldn't see all of the deer because it was obscured by some trees.

When something is obscured, it is —

- (F) hurt
- (G) asleep
- (H) curious
- (J) partly hidden

15

When the hikers finally reached the top, a wonderful panorama stretched out before them. They could see for miles.

A panorama is a —

- (A) dark path
- (B) wide view
- (C) heavy pack
- (D) steep mountain

16

The hikers ate lunch under a pine tree. They enjoyed the euphonious singing of all the birds nearby.

The root *phon* means "sound." The word *euphonious* probably means —

- (F) good to eat
- (G) nice to hear
- (H) brightly colored
- (J) filled with feathers

17

The forest was filled with pine trees and other conifers. The hikers saw many interesting cones on the ground and hanging from branches.

The root *fer* means "to carry." The word *conifer* probably means a tree that —

- (A) has died
- (B) has cones
- (C) is surrounded by water
- (D) doesn't have any leaves

18

After lunch, the hikers carefully picked up their trash. They didn't like to leave garbage because they felt an antipathy toward spoiling nature.

The root *path* means "feel" or "suffer." The word *antipathy* probably means —

- (F) strong dislike
- (G) great strength
- (H) big opportunity
- (J) deep understanding

GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

The Best of Friends

"Come on, Ravi," Marty said, "let's go and get some pizza."

"Oh, joy," I groaned to myself, "another exciting afternoon hanging around the old Pizza Palace."

As we walked into town, I glanced at Marty. He had been my best friend since fourth grade, but he had changed a lot in the last year. He had gone from being a great pal to being a boring guy who mostly just grunted in monosyllables.

As we walked along, I realized that I didn't want to do things with Marty anymore. "But how am I going to tell him?" I thought. I started to open my mouth to explain, but I didn't want to hurt Marty's feelings. "Tomas is coming tonight," I said instead.

"Huh. Who?" Marty asked.

"You know, Tomas, the foreign-exchange student from the Czech Republic. He's coming to live with my family for a year. He'll be in our class at school."

"Oh, yeah," Marty said. "Cool."

When we got to Pizza Palace, we gobbled down a large, gooey pizza with all the toppings. Then we hung around on the sidewalk. People walked around us as if we were trash on the sidewalk. Some people even looked at us and frowned.

That night, I drove to the airport with my family to pick up Tomas. At dinner he told us all about Prague, the city where he lived. As he spoke, I imagined the golden spires, beautiful bridges, and old buildings that he described. After dinner, we pored over my astronomy magazines and looked at the moon through my telescope.

When I woke up the next morning, I was ready to confront Marty. Tomas was the perfect excuse to break off our friendship. After breakfast, I hurried to his house.

"Hey," Marty grunted at the door.

"Hi," I answered. "What are you doing?"

"Nothing," he yawned.

"Marty," I said as I stepped inside, "can I talk to you about something?"

"Sure," he said. We went into the den, where he flopped down on the couch "What's up?" he said.

"Well, you know that Tomas, the foreign-exchange student, is here," I began.

"Oh, yeah, he's from Chile, China . . ."

Marty's mind groped like a penlight.

"The Czech Republic," I said helpfully.

"Anyway, I'm going to be spending a lot of time with him. So I don't think I can do a lot of things with you—"

Marty's ears shifted into antenna mode and his eyes swung toward me. "What are you saying?" he asked.

"I don't want to do things together anymore!" I said, exploding like a volcano blowing its top. "It's no fun. You always act so bored with everything!"

Marty looked away, and I felt terrible. After a few moments, though, words began to tumble from his mouth. He explained how he had been trying to act like the cool guys. "They always look good," he said with a note of embarrassment, "and girls like them. But they don't do anything interesting or have any hobbies, except watching videos and listening to music. They're really boring, Ravi!"

We started to laugh, and I saw the light dancing again in Marty's eyes. Suddenly he looked like the old Marty, the kid I'd known since fourth grade, and I realized how much I had missed him.

"Hey," I said, "do you want to go to the Natural History Museum with Tomas and me today?"

"That'd be great," Marty answered with a smile.

READING AND LITERARY ANALYSIS, *continued*

- 19 What do Ravi and Marty do first in this story?
- (A) They go to a museum.
 - (B) They walk to a pizza restaurant.
 - (C) They meet Tomas at the airport.
 - (D) They look at astronomy magazines.
- 20 What is the conflict in the story?
- (F) Marty does not like Tomas.
 - (G) Marty and Ravi are always bored.
 - (H) Ravi does not want to be friends with Tomas.
 - (J) Ravi doesn't want to do things with Marty anymore.
- 21 What happens right after Ravi and Marty leave Pizza Palace?
- (A) Marty and Ravi catch a bus home.
 - (B) People throw trash on the sidewalk.
 - (C) Marty and Ravi have an argument at Pizza Palace.
 - (D) Ravi is embarrassed standing on the sidewalk with Marty.

- 22 Read this simile.

When Ravi spoke, he exploded like a volcano blowing its top.

The writer uses this simile to show that Ravi —

- (F) had a fever
 - (G) heard an explosion
 - (H) was loud and angry
 - (J) liked to read science books
- 23 Which of these words best describes Ravi at the beginning of the story?
- (A) sad
 - (B) cool
 - (C) angry
 - (D) bored
- 24 What is the theme of this story?
- (F) A friendship is worth saving.
 - (G) It is best to hide your feelings.
 - (H) Don't be afraid to meet new people.
 - (J) It's hard to have friends from different countries.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Cliques Are Not Good

Dear Editor:

I think there are too many cliques at Riverside Middle School. Kids hang around in their own groups and never talk to anyone else. This must change! Kids should try to be friendly with everyone.

Cliques are bad because they create hostility among students. The athletes laugh at the kids who study a lot. Students who are in drama think that everyone else is boring. The kids who wear the latest fashions make fun of how other kids dress. We should be united, not divided. When I walk into school every day, I see the American flag. It's a symbol of union, so come on! Let's take a clue!

Cliques also prevent students from having new experiences and learning about other people. School is supposed to be a place where people expand their knowledge and grow. How can people grow if they don't try

new things? I know some kids who have never even heard of activities like Music Day or Nature Hikes because they only hang around with their group.

I also think that Riverside has less school spirit because of the cliques. Kids think about their group instead of the whole school. For example, last year some drama kids decided to have a rehearsal instead of showing up to root for Riverside's finalists in the city spelling bee.

Everyone wants to change to make our school a friendly place. Here's what to do. Go up to some students you don't know and introduce yourself. Have lunch together. Get to know one another. You'll be glad you did!

Sincerely,
Tara Miller, Grade 7



These students are associating only with people in their own group, or clique.

READING AND LITERARY ANALYSIS, *continued*

- 25 According to this letter, what is the problem at Riverside Middle School?
- (A) All the students are boring.
 - (B) There are too many cliques.
 - (C) Kids at school want to change.
 - (D) Everyone wears the same clothes.
- 26 The author's purpose in writing this letter is to —
- (F) compare athletes with students who like drama
 - (G) share her experiences competing in the city Music Day
 - (H) explain how to become a student at Riverside Middle School
 - (J) persuade students at Riverside Middle School to be more friendly
- 27 According to the author, some students haven't heard of activities like Music Day because they —
- (A) don't like rehearsals
 - (B) are too busy studying
 - (C) know only their own group
 - (D) don't have the latest fashions
- 28 Which of the following is not an opinion?
- (F) Kids should try to be friendly with everyone.
 - (G) When I walk into school every day, I see the American flag.
 - (H) I also think that Riverside has less school spirit because of the cliques.
 - (J) School is supposed to be a place where people expand their knowledge and grow.
- 29 The letter says, "Everyone wants to change to make our school a friendly place." This is an example of which persuasive technique?
- (A) plain folks
 - (B) testimonial
 - (C) bandwagon
 - (D) name-calling
- 30 Which of these is the best summary of this letter?
- (F) Students should eat lunch together more often.
 - (G) School is a place where students learn and grow.
 - (H) Our school will be a better place if we get rid of the cliques.
 - (J) Riverside Middle School has many different kinds of students.

READING AND LITERARY ANALYSIS, *continued***DIRECTIONS** Read the passage.

Patriot or Tory?

"We have to fight for our rights!" Joshua's father yelled, slamming his fist on the kitchen table. The year was 1776, and many American colonists, like Joshua's dad, had decided to fight to be free of Great Britain.

"You Patriots are dangerous," Joshua's uncle shot back. "It's foolish to break away from the British!"

The two men glared at each other in the flickering light of a lantern as Joshua studied their faces. He didn't know which side was right—the Patriots, who wanted America to be independent, or the Tories, who were loyal to the British king. He only knew that he was tired of the argument.

"Father," he said, "I'm going out for a walk."

Mr. Otis frowned, worried about enemy soldiers in the woods around their home near Lexington, Massachusetts. "Be careful," he warned.

Joshua stepped outside and inhaled the cool night air. Lights burned in the windows of scattered cabins, and pale stars sparkled in the sky. A wolf howled eerily in the distance.

Moonlight illuminated the ground as Joshua headed for Quail Creek. His eyes scanned the forest for enemy campfires, but the woods were a curtain of gray. Suddenly, the snap of a twig startled him. "Wolves!" Joshua thought, his heart racing. He turned to run, but tripped over a log. A hand pulled him up roughly by the shirt.

"Who are you?" a British soldier demanded.

"Joshua Otis," Joshua stammered.

"Are you a rebel," the soldier asked, "or are you loyal to the king?"

"I'm a Patriot—an American," Joshua heard himself saying.

The soldier let go of his shirt. "You may be, lad," he scoffed, "but you're too young to do any harm. Get out of here."

Joshua ran home as fast as he could. His heart was pounding in his chest. Yet he was secretly glad the soldier had forced him to say who he was. Now he knew. He was a Patriot.

READING AND LITERARY ANALYSIS, *continued***DIRECTIONS** Read the passage.

Deborah Sampson: Fighting for Her Country

1 Deborah Sampson was born in Massachusetts on a cold, wintry day in 1760. Her family was poor, and when she was ten, she was sent away to work for a farm family.

2 The family had eight sons, and Deborah learned many skills from them. She learned how to shoot a musket and hunt. She also learned to ride a horse, use farm equipment, and do carpentry work.

3 When Deborah was eighteen, she left the farm. She became a teacher, but what she really wanted to do was fight in the Revolutionary War, which had been going on for some time. In 1782, Deborah disguised herself as a man and enlisted in the Fourth Massachusetts Regiment of the Continental Army. She used the name Robert Shurtleff.

4 Amazingly, Deborah was able to keep her secret. At 5 feet, 7 inches, she was tall enough to pass for a man. The other soldiers teased her because she didn't have to shave, but they just thought she was too young to grow a beard. The hardest part was keeping the doctor away when she was wounded. Once, she used a penknife and a needle to dig a bullet out of her own leg.

5 Deborah couldn't keep her secret forever, though. Eventually, she became seriously ill and was sent to a hospital. After she recovered, the doctor told her commanding officer the amazing truth. Soon after that, she was honorably discharged from the army.

6 Deborah went back to farm life. She married a farmer and had three children. When she was in her forties, she stepped into her soldier's uniform again. She wore it on stage as she gave a series of lectures about her remarkable war experiences.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Think about the passages on pages 8–9. Then read each item carefully. Choose the best answer. Mark your answer.

- 31 “Patriot or Tory?” takes place in a —
 (A) barn
 (B) forest
 (C) hospital
 (D) soldiers’ camp
- 32 Suppose that “Patriot or Tory?” was told from Joshua’s point of view. Which of these sentences might be in the story?
 (F) He listened to the two men argue.
 (G) I was tired of hearing the argument.
 (H) His father wanted him to be a Patriot.
 (J) His uncle and his father glared at each other.
- 33 In “Patriot or Tory?” why did the British soldier let Joshua go?
 (A) The soldier was a friend of Joshua’s uncle.
 (B) Joshua told the soldier that there were wolves nearby.
 (C) The soldier thought Joshua was too young to be dangerous.
 (D) Joshua promised the soldier that he would fight for the British.
- 34 Read this main idea from “Deborah Sampson”:
- The family had eight sons, and Deborah learned many skills from them.
- Which of these details supports this main idea?
 (F) Deborah learned to ride a horse.
 (G) She used the name Robert Shurtleff.
 (H) Deborah’s family was very, very poor.
 (J) When Deborah was ten, she was sent away to work.
- 35 What is the main idea of paragraph 4 in “Deborah Sampson”?
 (A) Deborah was 5 feet, 7 inches tall.
 (B) Deborah was able to keep her secret.
 (C) Deborah dug a bullet out of her own leg.
 (D) The other soldiers thought Deborah was too young to grow a beard.
- 36 The author wrote “Deborah Sampson” to —
 (F) give facts about Deborah Sampson
 (G) tell a story about the Continental Army
 (H) explain the causes of the Revolutionary War
 (J) compare Deborah Sampson with women today
- 37 How are “Patriot or Tory?” and “Deborah Sampson” the same?
 (A) Both are about real people.
 (B) Both describe life on a farm.
 (C) Both take place at the time of the Revolutionary War.
 (D) Both try to convince the reader that patriots are dangerous.
- 38 Which passage is a biography?
 (F) “Patriot or Tory?” because it has characters, a setting, and a plot.
 (G) “Patriot or Tory?” because it tries to make the reader agree with a position.
 (H) “Deborah Sampson” because it is the story of person’s life written by another person.
 (J) “Deborah Sampson” because it is an imaginary story based on events that really happened.

LANGUAGE SKILLS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Anthropologist Digs Lost Town

Pike County, Illinois—Here in western Illinois, anthropologist Paul Shackel work with a ¹ team of students every summer. Since 2004 he is study the remains of a town that no longer exists. ² New Philadelphia was founded in 1836 by Frank McWorter. He was the first town founded by a ³ black person in the United States. Frank McWorter lived as a slave on a farm in Kentucky until 1819. At age 42, he bought his freedom with money he had earned from farming. Then he bought a piece of land in Illinois. He started building a town. Over 40 years, many freed slaves moved ⁴ to New Philadelphia. The town grew until 1869. In that year, people in nearby towns built a new railroad, who did not go through New Philadelphia. The railroad took business away from New ⁵ Philadelphia, and the people followed. The town's only school finally closed in 1936. ⁶

39 In number 1, work is best written —

- (A) works
- (B) is work
- (C) working
- (D) as it is written

40 In number 2, is study is best written —

- (F) has study
- (G) has studied
- (H) have studied
- (J) as it is written

41 In number 3, He is best written —

- (A) It
- (B) Its
- (C) Him
- (D) as it is written

42 In number 4, had earned is best written —

- (F) is earned
- (G) has earned
- (H) will have earned
- (J) as it is written

43 The best way to combine the sentences in number 5 is —

- (A) Illinois, he started
- (B) Illinois, or he started
- (C) Illinois, but he started
- (D) Illinois, and he started

44 In number 6, railroad, who is best written —

- (F) railroad, whom
- (G) railroad, which
- (H) railroad, where
- (J) railroad, whose

LANGUAGE SKILLS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Dad parked the car near the trees and turned off the engine. As we get out of the car,
the first thing I smelled was the ocean. Had waited all year for this day. We were visiting
Chincoteague Island off the coast of Virginia. This island is home to some special ponies.
According to legend, a Spanish ship sank near this island during a fierce storm in 1607.
The ship sank. The ponies on board swam to the land. They have lived here ever since.
Dad and I walked to the beach. Dad and I suddenly heard a neighing sound. Then I saw
them! Three ponies trotted onto the beach. They were the more beautiful animals I have
ever seen! They trotted through the water and along the sand, and then they ran away. It
was the most thrilling moment of my life.

LANGUAGE SKILLS, *continued*

45 In number 1, get is best written —

- (A) got
- (B) gets
- (C) gotten
- (D) as it is written

46 In number 2, Had waited all year is best written —

- (F) Wait all year
- (G) Waiting all year
- (H) I had waited all year
- (J) as it is written

47 The best way to combine the sentences in number 3 is —

- (A) The ship sank, or the ponies on board swam to the land.
- (B) When the ship sank, the ponies on board swam to the land.
- (C) The ship sank when the ponies on board swam to the land.
- (D) When the ship sank, the ponies on board, they swam to the land.

48 The best way to combine the sentences in number 4 is —

- (F) Dad and I suddenly walked to the beach, heard a neighing sound.
- (G) Dad and I walked to the beach, suddenly heard a neighing sound.
- (H) Walked to the beach, Dad and I suddenly heard a neighing sound.
- (J) Walking to the beach, Dad and I suddenly heard a neighing sound.

49 In number 5, them is best written —

- (A) they
- (B) their
- (C) thems
- (D) as it is written

50 In number 6, more beautiful is best written —

- (F) beautifuler
- (G) beautifulest
- (H) most beautiful
- (J) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read the draft of the persuasive essay that Hector wrote. Then read each item carefully. Choose the best answer. Mark your answer.

Join the Team!

- (1) In April the sandy coast aquarium will hold its annual Underwater Robots Contest. (2) I think that our school should form a team and enter this year. (3) Building and operating an underwater robot is a fantastic thing to do for many reasons.
- (4) The contest will be a lot of fun. (5) The theme this year is Shark Attack! (6) The underwater robots will have to remove small wooden sharks. (7) This will be more fun than any video game!
- (8) Secondly, you'll get a chance to learn more about the ocean.
- (9) Each team is required to make a poster that gives information about a topic pertaining to the sea.
- (10) Finally, the contest is an opportunity to really improve your math and engineering skills. (11) The robots will be operated by remote control. (12) They will have to descend to a maximum depth of five foot to retrieve the sharks and bring them to the surface. (13) Teachers and other adults are only allowed to offer advice. (14) The team has to design and build the robot by itself.
- (15) The Underwater Robots Contest is a great event. (16) There is a lot to do, so hurry up and "jump in"!

GO ON 

PROCESS AND STRATEGIES, *continued*

- 1 What change, if any, should be made in sentence 1?
- (A) Change *April* to *april*
 - (B) Change *sandy coast aquarium* to *Sandy Coast Aquarium*
 - (C) Change *Underwater Robots Contest* to *underwater robots Contest*
 - (D) Make no change
- 2 What change, if any, should be made in sentence 2?
- (F) Change *form* to *forms*
 - (G) Change *thinks to think*
 - (H) Change *enter* to *enters*
 - (J) Make no change
- 3 Which transition word or phrase should be added to the beginning of sentence 4?
- (A) First of all,
 - (B) In addition,
 - (C) Consequently,
 - (D) On the other hand,
- 4 How can Hector improve sentence 6?
- (F) Delete the words *small wooden*
 - (G) Change *underwater robots* to *robots under the water*
 - (H) Change *The underwater robots* to *All the underwater robots*
 - (J) Add *from the bottom of a swimming pool* to the end of the sentence
- 5 What change, if any, should be made in sentence 8?
- (A) Change *more* to *most*
 - (B) Change *learn* to *learns*
 - (C) Change *chance* to *chance*
 - (D) Make no change
- 6 Hector wants to provide more evidence to support his position. Which sentence should he add after sentence 9?
- (F) It will be fun to create a colorful poster.
 - (G) Scientists who study the sea work at the aquarium.
 - (H) The poster must also have the name of your team and school on it.
 - (J) You'll learn a lot of interesting facts when you do research for the poster.
- 7 What change, if any, should be made in sentence 12?
- (A) Change *foot* to *feet*
 - (B) Change *depth* to *depths*
 - (C) Change *sharks* to *sharkes*
 - (D) Make no change
- 8 Hector wants to tell the reader exactly what to do to join the team. How should he rewrite sentence 16?
- (F) Now is the time to join the robot team!
 - (G) It's easy to sign up to participate in this contest.
 - (H) We really need a team this year to represent our school.
 - (J) We need you on the team, so sign up with Mrs. Ramos, our science teacher.

STOP