

Student Name: \_\_\_\_\_

# Ohio Achievement Tests



## Reading Student Test Booklet

March 2006

*This test was originally administered to students in March 2006.*

*Not all items from the March 2006 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11: 4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as a public record.*

*This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.*

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**Directions:**

Today you will be taking the Ohio Grade 8 Reading Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.
3. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answer is the same for two- and four-point questions.
4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
6. Check over your work when you are finished.
7. When you finish the test, you may not go on to, or look at, the mathematics section of the Student Test Booklet.

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Items 1-9 have not been slated for public release in 2006.

On the March 2006 Grade 8 Reading Achievement Test, items 10-15 are field-test items, which are not released.

Items 16-19 have not been slated for public release in 2006.



*The Panama Canal is 50 miles long and spans the Isthmus of Panama to join the Atlantic and Pacific oceans. It cuts southeastward across the narrowest point between the oceans. Built 1904–1914 at an initial cost of \$366,650,000, the canal was an impressive engineering feat. Because it spans mountainous terrain, the canal has a system of six massive pairs of locks, or enclosures, to raise and lower ships as they pass to different levels. The gates at each end of a lock can be opened in two minutes, and the lock may be filled or emptied in less than 10 minutes. A 30,000-pound chain prevents ships from ramming the gates before they open. Two artificial lakes, Gatun and Madden, have been created to supply water to the locks. For large ships, the total passage time through the canal is approximately 8 hours.*

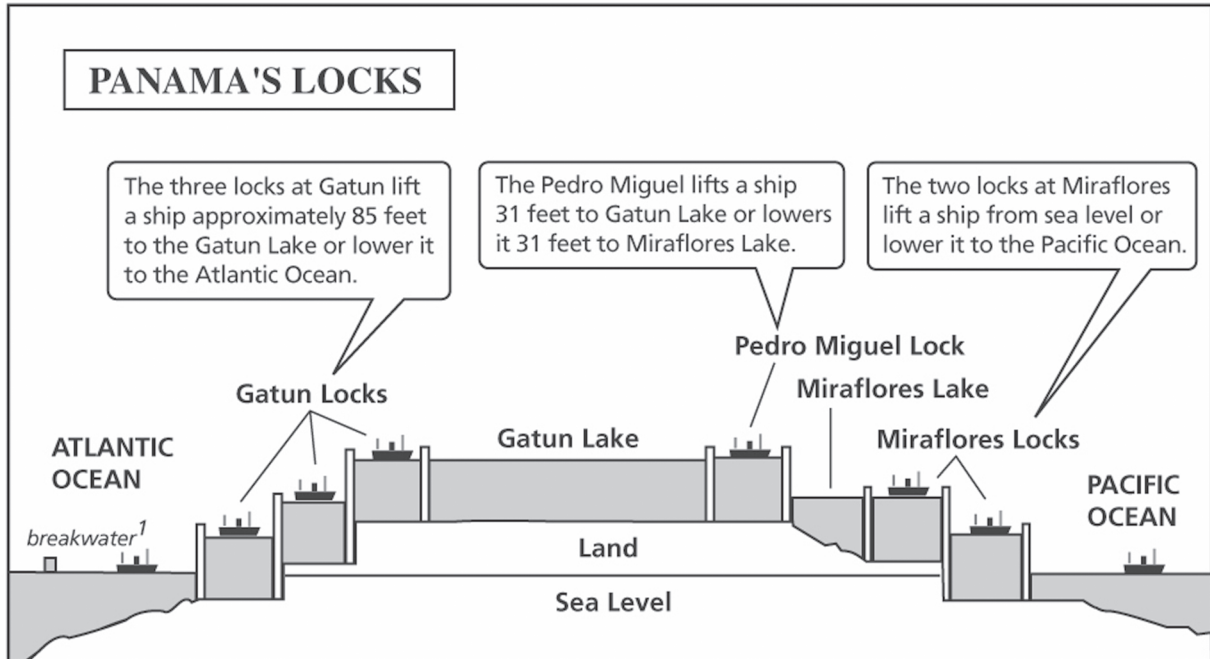
### Planning a Canal

- 1 The east and west coasts of much of North and South America are hundreds, even thousands, of miles apart. Accordingly, the Atlantic Ocean in the east and the Pacific Ocean in the west are far apart along both continents. But in Central America, at the base of North America, the land narrows dramatically, and in Panama, the two oceans come within just fifty miles of each other.
- 2 The closeness of the oceans at that point was extremely frustrating to early kings, explorers, and military leaders. A ship could sail easily from Europe to the Atlantic coast of the Americas. But to continue on to the Pacific Ocean, the ship would have to go around Cape Horn at the tip of South America—a dangerous journey that took many weeks. Sailors knew that a canal across Central America would make the trip much shorter, and a canal would encourage trade and exploration. Most important of all, it would save time.
- 3 The possibility was exciting, and for centuries, people thought about building a canal. As early as 1534, King Charles I of Spain recommended digging one. In 1804, German scholar Alexander von Humboldt mapped out routes for a canal across Central America. Spain formed a company in 1819 solely to attempt to build a canal through Panama.

## The Panama Canal Zone



- 4 Unfortunately for travelers, none of these early efforts amounted to anything. One problem was technology. Digging a fifty-mile canal was a massive job that required heavy machinery and specialized tools. Then there was the question of money. Building a canal was expensive, and no nation or company was willing to put the huge amount of money needed into the project. Perhaps the biggest issue was the land itself. Central America was full of mountains, rain forests, and swamps. Nicaragua (north of the final building site of Panama), once considered as a possible spot for a canal, was rejected because of volcanic action. In addition, mosquitoes and tropical diseases thrived in the Central American heat. The combination of such conditions meant the real possibility of illness or death.
- 5 So the canal remained a dream—until the last quarter of the nineteenth century. Then the race to build one began with France. Having just been defeated in the Franco-Prussian War by Prussia, France was eager to prove itself as a nation. Constructing a Central American canal seemed the perfect solution. The French were determined to use their engineering know-how to succeed. Once the canal was built, they could decide who got to use it and how much to charge for the privilege.



- 6 In 1875, French engineer Ferdinand de Lesseps proposed a sea-level route across the Panamanian isthmus,<sup>2</sup> which at the time was owned by Colombia. De Lesseps's plan did not involve locks to raise and lower the water level. He envisioned the canal as one long ditch, with water flowing freely between the oceans. Although a few scientists questioned whether this approach would work and some expressed concern over the mixing of different sea creatures, most of France applauded the idea. The French government paid Colombia for the right to build a canal, and de Lesseps went to work in 1881.
- 7 The skeptics were correct. De Lesseps badly underestimated how much earth had to be moved, and working conditions were even worse than had been anticipated. In 1887, after six years of trying, de Lesseps finally admitted that locks were necessary. By then, the French had spent millions of dollars and no longer had enough money to continue the project. After 1889, the French kept a lightly manned crew on the site to maintain their rights. By 1899, France had formally given up work on the Panama Canal.
- 8 The United States had toyed with the idea of building a canal since the early 1800s. By 1900, however, it had become clear that a canal was a necessity. In 1898, during the Spanish-American War, an American naval ship in the northern Pacific had been called to the Atlantic Ocean. Its journey around Cape Horn had taken more than two months. A world-class navy could not afford such delays. Eager to guarantee safe and quick passage for naval ships, U.S. president Theodore Roosevelt proposed

<sup>1</sup>**breakwater:** a barrier constructed off the coast to lessen the impact of ocean waves

<sup>2</sup>**isthmus:** narrow strip of land connecting two larger land masses

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buying France's rights to the Panamanian route, building a canal, and paying Colombia for the strip of land surrounding it.

- 9 The plan easily won Congress' approval, and France was willing to sell its rights. The only problem was Colombia, which refused the United States' terms. Furious, Roosevelt encouraged the Panamanian people to stage a rebellion against Colombia. In 1903, with U.S. backing, Panama soon won its independence. Its leaders eagerly agreed to let the United States build the canal.
- 10 Today, Roosevelt's aggressive behavior is hard to defend. But in 1903, few Americans or Panamanians questioned his tactics. Just as it had been with France, national pride was an important issue. The United States had the chance to dig the canal that France could not. If America succeeded, it could control traffic between the Atlantic and the Pacific and finally bring together the two oceans. In 1904, construction officially began on what would become the Panama Canal.

Excerpts from COBBLESTONE'S April 2001 issue: *The Panama Canal*, © 2001, Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Reprinted by permission of Carus Publishing Company.

20. What was the main reason for relocating the canal from Nicaragua to Panama?
- A. the sea creatures
  - B. lack of technology
  - C. volcanic activity
  - D. cost of construction

21. "Accordingly, the Atlantic Ocean in the east and the Pacific Ocean in the west are far apart along both continents. But in Central America, at the base of North America, the land narrows **dramatically**, and in Panama, the two oceans come within just fifty miles of each other."

The author uses the word **dramatically** to show that the land narrows in a way that is

- A. abrupt.
- B. beautiful.
- C. exciting.
- D. subtle.

22. "As early as 1534, King Charles I of Spain recommended digging one (a canal)."

The author probably included this sentence to

- A. show how long the desire for a canal had existed.
  - B. convince readers that building the canal was a good idea.
  - C. prove that building the canal required modern technology.
  - D. inform readers that the project had been tried many times.
23. Using information in the passage and diagram on page 15, describe one similarity and one difference between Ferdinand de Lesseps' proposed plan and the actual construction of the canal by the United States. Give two reasons why de Lesseps' plan failed. Write your answer in the **Answer Document**. (4 points)
24. How did President Theodore Roosevelt overcome the greatest obstacle to his proposed canal plan?
- A. He forced France to sell its rights to the canal.
  - B. He relocated the site from Nicaragua to Panama.
  - C. He encouraged Panama to pursue independence.
  - D. He convinced Congress that the canal was a necessity.

25. The author states that "The United States had toyed with the idea of building a canal since the early 1800s."

The author's statement means that the United States government had

- A. behaved in an immature fashion.
  - B. constructed several scale models.
  - C. occasionally thought about the project.
  - D. had difficulty in maintaining interest.
26. With which statement would the author most likely agree?
- A. Building the Panama Canal cost more in money than it was worth.
  - B. France should have been responsible for completing the Panama Canal.
  - C. The absence of the Panama Canal almost caused the United States to lose a war.
  - D. Completing the Panama Canal was one of the great achievements of the 20th century.

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27. How is this passage organized?
- A. Causes and effects are explored.
  - B. Major ideas are compared and contrasted.
  - C. Problems are stated and possible solutions posed.
  - D. Events are stated mostly in order.
28. The author probably would agree that determination was the key to the success of the canal project.
- Which statement best supports this viewpoint?
- A. The idea of the canal persisted until it became a reality.
  - B. It took several centuries for the idea of the canal to form.
  - C. Most people believed that it was impossible to build the canal.
  - D. The completion of the canal was an important issue for national pride.
29. State and explain one reason that building the Panama Canal remained only a dream prior to de Lesseps' proposal. Use information from the passage to support your answer. Write your answer in the **Answer Document**. (2 points)

Items 30-35 have not been slated for  
public release in 2006.



## Yellow Man by Moonlight

- 1 "Yellow Man?" The park ranger removed his glasses as he asked this question. "You want to see Yellow Man?"
- 2 "Yes," I said, "I do. Here is a letter from my publisher to explain why."
- 3 I was in the visitors' center in Canyonlands National Park, southern Utah. To see a certain rock-art site called Yellow Man, I needed the ranger's permission. The letter I gave him explained that I was working on a book for children about rock art, those paintings and etchings on stone done by the Anasazi, an ancient people of North America.
- 4 "Yellow Man is off-limits," the ranger said. "We've closed the area because of vandalism."
- 5 "I wonder if you might make an exception for me?" I asked as politely as I could. "I promise not to harm anything."
- 6 The ranger avoided my eyes for a moment. Then he turned to me, handed back the letter, and said, "OK, you don't look like a vandal to me. I'll draw you a map. Follow it closely because there are few trails out there."
- 7 "Thank you so much," I said, shaking his hand.
- 8 As I left the visitors' center, the ranger asked if I knew my way around in the wilderness. "Yes," I said. "I've done this sort of thing before."
- 9 I slept on the ground near the visitors' center that night, warm inside my sleeping bag. Before sunrise, I packed enough provisions to get me to Yellow Man by midday and back to the truck by nightfall.
- 10 By dawn I was on my way into the heart of Canyonlands, a maze of red rock country, a landscape cut by ravines and canyons the colors of deerskin and sunsets. The trees that grow in the park are stunted by the dryness. In some places, what grows appears to spring straight from the rocks.
- 11 As I hiked along, taking a trail that would go nine miles into the interior of the park, I thought of the ancient people who had once lived there. One of them, perhaps with the help of a friend, had painted the image I was off to see, Yellow Man. It would be exciting to see a picture that was painted on a rock at least a thousand years ago.
- 12 At some point in my trek, I took a wrong turn. By the time I realized my mistake, the afternoon sun was in my eyes. It worried me because I had not brought overnight equipment with me. The error I made in reading the map would cost me.

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- 13 I retraced my steps, read and reread the map. Finally, at four in the afternoon, I stood before the image of Yellow Man. He took my breath away.
- 14 I judge Yellow Man to be about twenty-four inches high. The figure had been painted with pure yellow pigment. The yellow could have come from crushed yellow flowers. His arms and legs are dancing. His face is round, the mouth smiles, and his ears stick out from the sides of his head.
- 15 Yellow Man is painted on a natural wall of red sandstone. Above, the wall sticks out to form an overhang that protects him from rain and sun.
- 16 Near him on the wall are smaller drawings of mountain sheep, antelope, and a single bird with outspread wings. I wondered if the same artist had done all the drawings, or if several had worked at different times.
- 17 It was after five the next time I checked my watch, too late to walk nine miles back to the visitors' center. I had little with me to make camp, but I felt it unsafe to risk becoming lost in the dark.
- 18 When I explored, I found the ruins of a small settlement, dwellings once occupied by people living in Yellow Man's time. The stone block remains of rooms were crumbling and roofless. For me, one of them would be shelter for the night.
- 19 As night fell, the warm glow of a nearly full moon gave me the light I needed. I would sleep in the ruins, curled against a wall older than I could imagine.
- 20 I slept soundly for many hours. I woke up afraid in the night, not knowing where I was. I got up and ran to the base of Yellow Man's wall. There he was, lively and bright in the moonlight.
- 21 I sat in the sand for a while, until I felt calm again. Then I returned to my tiny stone room and slept until dawn.
- 22 After waving goodbye to Yellow Man, I returned to the visitors' center. The ranger was there.
- 23 "How did it go?" he asked. "Worth the trouble?"
- 24 "Yes," I told him. "Well worth it."

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36. How are the narrator's decisions influenced by the setting?
- A. She sleeps near a wall in the ruins because she wants to see the rock art in moonlight.
  - B. She camps overnight because it is late and the trails are hard to follow.
  - C. She hikes hurriedly because the historical site is several miles away.
  - D. She chooses the wrong path because the sun is shining in her eyes.
37. Why does the narrator want to visit the site of Yellow Man?
- A. She is doing research for a children's book on rock art.
  - B. She is fascinated by the culture of the Anasazi people.
  - C. She wants to prove that she can find the site alone.
  - D. She plans to write a novel about the Anasazi people.
38. What part of the ranger's initial interaction with the narrator foreshadows what happens later in the story?
- A. He tells her that vandalism has been a problem; she finds the site in good condition.
  - B. He acts surprised that she wants to visit Yellow Man; she becomes fascinated by it.
  - C. He cautions her to follow the map closely; she later loses her way.
  - D. He explains that the Yellow Man site is closed to visitors; he then allows her to go there.
39. How is the narrator affected by seeing the rock art site?
- A. She is confused by the variety of drawings.
  - B. She is curious about the origin of the drawings.
  - C. She is surprised by the condition of the drawings.
  - D. She is disappointed that there are so few drawings.

40. Why does the narrator decide to spend the night at the site of Yellow Man?
- A. She wants to have an experience similar to that of the ancient people.
  - B. She realizes she cannot get back to her truck by nightfall.
  - C. She wants to see what Yellow Man looks like in the moonlight.
  - D. She has become too tired to make the trip back to the park entrance.
41. Using four examples from the passage, explain how the author creates a sense of mystery.

Write your answer in the **Answer Document**. (4 points)

42. "Before sunrise, I packed enough **provisions** to get me to Yellow Man by midday and back to the truck by nightfall."

What are the **provisions** mentioned in this sentence?

- A. supplies
- B. instructions
- C. outer clothes
- D. guide books

43. How does the interaction between the narrator and the park ranger affect the plot?
- A. The ranger agrees to allow the narrator to visit the site of Yellow Man.
  - B. The ranger reminds the narrator to stay on the trail to see Yellow Man.
  - C. The narrator does not disturb the ruins because the ranger has warned her.
  - D. The narrator gets lost because the ranger's instructions are confusing.
44. "The error I made in reading the map would cost me."

What does the narrator mean in this statement?

- A. She would have to pay an extra fee for camping overnight in the park.
- B. She had underestimated the distance to the site of the rock art.
- C. She would be embarrassed to admit to the ranger that she had not followed the map.
- D. She had lost so much time that she would be unable to return to her truck by nightfall.

