

# Ohio's State Tests

**PRACTICE TEST**

**GRADE 7  
ENGLISH LANGUAGE ARTS**

Student Name

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## Directions:

Today you will be taking the Ohio Grade 7 English Language Arts Practice Assessment.

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. Then, choose or write the answer you think is best in your Answer Document.
2. Use only a #2 pencil to answer questions on this test.
3. For questions with bubbled responses, choose the correct answer and then fill in the circle with the appropriate letter in your Answer Document. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
4. For questions with response boxes, write your answer neatly, clearly and only in the space provided in your Answer Document. Any responses written in your Student Test Booklet will not be scored. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document.
5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet and Answer Document.
6. Check over your work when you are finished.

**Passage 1: A Pilgrim on the Silk Road**

by Sally Wriggins

- 1 The Silk Road is 5,000 miles long, about twice the width of the United States. It is called the Silk Road because traders used this route for centuries to carry silk from China to Europe. China knew—and guarded—the secret of making thread from the cocoon of the silkworm, and the Chinese exported silk fabrics to Rome as long ago as the first century B.C.
- 2 Icy mountains and scorching deserts, thirst and hunger made the Silk Road a dangerous route for travelers. So did the robbers who were ready to swoop down on unsuspecting traders. Travelers of all kinds had good reasons to band together in a caravan.
- 3 Some travelers were merchants with heavy loads of silk, fur, iron, and rhubarb from China to sell elsewhere. Some were European traders who had loads of gold and glass to sell to China. Precious trade items changed hands many times along the way, so Chinese merchants never saw Rome, nor did any Roman traders make it to China.
- 4 . . . One of the Silk Road's heroes is the seventh-century Buddhist monk Xuanzang. (His name sounds like "swan song.") Xuanzang endured the dangers of the Silk Road to reach India, where he expected to find out more about the Buddhist religion and bring back to China copies of the sacred Buddhist scriptures. Because he kept a diary of his journey, we can follow his travels.
- 5 On his 16-year journey from China to India and back, Xuanzang followed both the northern and southern routes through the regions that are now Afghanistan, Pakistan, Kyrgyzstan, and Uzbekistan. All told, he traveled an astonishing 10,000 miles.  
  
. . .
- 6 Traveling homeward, with the precious Buddhist manuscripts he had sought, Xuanzang and his caravan had to make their way again through treacherous mountains and deserts. This time he also crossed the Pamir range, known as "the roof of the world," which has many mountain peaks over 20,000 feet.
- 7 Arriving back in Chang'an, he was hailed as a hero of his country.

Excerpt from "A Pilgrim on the Silk Road" by Sally Wriggins. Copyright © 1996 by Faces. Reprinted by permission of Cobblestone Publishing via Copyright Clearance Center.



**Passage 2: from *Chengli and the Silk Road Caravan***

by Hildi Kang

- 8 Morning came, and with it their lives took on the predictable rhythm. The caravan moved northward with the slow speed of heavily laden camels. Day after day they trudged along between the mountains on the left and the gray, gravelly desert on the right. Herds of wild camels peppered the horizon. Mounds of sand lay trapped, tight against tufts of brown desert scrub bushes, dried out and prickly.
- 9 Chengli had stared in amazement the day they passed the end of the Great Wall. Somehow, he'd thought the wall just kept going. And there it was . . . the end. It made him a little uneasy to realize he was actually leaving the Middle Kingdom, the China he had always known. Now China was behind him, and ahead were the deserts he'd heard of only in stories. To his right, as far as he could see, stretched the gray stones of the Gobi. To his left, just coming into view, lay the boundless sweep of the Taklamakan sand, drier, and hotter, he'd been told, than any place known to man.
- 10 Chengli used to brag . . . that he knew all about caravans, but bit by bit now he realized he hardly knew anything at all. He hadn't known where China ended. He didn't know about the cities outside of China along the edge of the desert. Oasis cities, Bori called them, because each one could only exist right at the base of a mountain where a river came down from the melting snow. When the river disappeared under the sand of the desert, the city and the farms around it just stopped. Nothing would live without that water.
- 11 And kings! Oh, the kings that Bori talked about. Each one of those desert cities had its own ruler. Imagine! A different king each time the caravan stopped. Chengli got confused just thinking about it. Abdul said the kings were like little emperors, each one ruling his own city. It had to be that way, he thought, because each city stood alone, with hundreds and hundreds of miles of desert between it and the next oasis. So, for something to do during the boredom of walking, Chengli memorized the names of each city—Dunhuang, Hami, Turpan, Kucha, and finally, Kashgar—and wondered what he'd find in each of them. . . .
- ...

## Grade 7 English Language Arts—Part 1

- 12 Trudging northward, the caravan left the protection of the mountains and started around the edge of the great sand desert. Chengli thought about the city of Dunhuang and wondered what they would trade there. He knew that ninety of master's camels were loaded with treasures to be sold at the far end of their route, but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.
- 13 Thus every day his curiosity grew, until Dunhuang seemed a magical place. . . . Finally the cry echoed along the line, "Oasis! Dunhuang!"
- 14 And sure enough, far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city. As they moved nearer, they came to the farmers' huts, lush orchards, and colorful gardens, all watered by channels of water brought from the river—a real river! The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water's edge . . . .
- 15 This city of Dunhuang ranked as an official checkpoint for people entering or leaving China. Inspectors gave the stamp of approval to legal traders and checked for smugglers who tried to get illegal items in or out of China. As such, it bustled with activity. Noise and confusion bubbled in all directions. Caravans reported their wares with all the details of where it came from, where it was going, plus the size and weight of each camel's load. Soldiers patrolled. Inspectors inspected. Tax collectors collected import and export taxes. Caravans moved through passport and animal control as they entered and left the safety of the Middle Kingdom.
- 16 Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women, along with bricks of hard, packed tea and bags of rice. This city had nearly as many people as Chang'an, and they all wanted the same luxuries as people farther south and were willing to pay for them. In exchange, the caravan could get the dried food it needed: noodles, fish, figs, persimmons, and vegetables to keep the group going to the next town.

Excerpt from *Chengli and the Silk Road Caravan* by Hildi Kang. Copyright © 2011 by Tanglewood Press. Reprinted by permission of Tanglewood Press via Copyright Clearance Center.

1. Read the paragraph from Passage 1.

6 Traveling homeward, with the precious Buddhist manuscripts he had sought, Xuanzang and his caravan had to make their way again through treacherous mountains and deserts. This time he also crossed the Pamir range, known as “the roof of the world,” which has many mountain peaks over 20,000 feet.

What does the phrase “the roof of the world” suggest about the Pamir mountain range?

- A. It contains peaks that are among the highest on Earth.
  - B. It helps protect surrounding villages from bad weather.
  - C. It provides the best views of the surrounding trade routes.
  - D. It is a common gathering place for traders traveling the route.
2. In paragraphs 10 and 11, how does the author contrast the perspective of Chengli with the perspective of Bori and Abdul?
- A. by hinting that Bori and Abdul are more impatient travelers than Chengli
  - B. by suggesting that Bori and Abdul are more motivated to trade than Chengli
  - C. by indicating that Bori and Abdul are more interested in the landscape than Chengli
  - D. by implying that Bori and Abdul are more knowledgeable about the world than Chengli



## Grade 7 English Language Arts—Part 1

3. Read the sentences from Passage 2.

“Soldiers patrolled. Inspectors inspected. Tax collectors collected import and export taxes.” (paragraph 15)

What effect is produced by the repetition of words and sounds in these sentences?

- A. It emphasizes the importance of the city.
- B. It highlights the bustling activity in the city.
- C. It illustrates the large population in the city.
- D. It demonstrates the organized layout of the city.

4. Read the sentence from Passage 2.

“The caravan moved northward with the slow speed of heavily laden camels.” (paragraph 8)

What is the meaning of the word laden as it is used in this sentence?

- A. burdened
- B. distracted
- C. guarded
- D. valued





5. In the **Answer Document**, select **two** details from Passage 2 that support the conclusion that Chengli has an important role in the caravan.
- A. “. . . he knew all about caravans, but bit by bit now he realized he hardly knew anything at all.” (paragraph 10)
  - B. “. . . but the last ten camels—his camels—had items they could trade at the oasis towns along the way, giving them fresh food and more water for their journey.” (paragraph 12)
  - C. “. . . far off in the distance, about the green of the oasis, Chengli could just make out the massive, red-brick tower with its two arching roofs that signaled the gate to the city.” (paragraph 14)
  - D. “The road followed the canal, and Chengli grinned from ear to ear as he walked past travelers resting along the water’s edge . . .” (paragraph 14)
  - E. “Chengli knew they would take one of his camels and empty its load at the market, selling iron tools to the men and bronze mirrors and colorful pottery to the women . . .” (paragraph 16)



## Grade 7 English Language Arts—Part 1

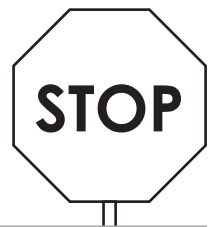
6. In Passage 2, how do the sights and sounds of the Silk Road affect Chengli?
- A. The excitement of the city causes Chengli to feel inspired.
  - B. The challenges of the desert cause Chengli to feel discouraged.
  - C. The variety of the landscape develops Chengli's sense of wonder.
  - D. The dangers of the mountains develop Chengli's sense of nervousness.
7. In the **Answer Document**, select **three** details from Passage 2 that would be important to include in a summary.
- A. Chengli knows about the Silk Road from hearing stories.
  - B. Chengli makes his first journey on the Silk Road by caravan.
  - C. Oasis cities function as lively trading centers along the Silk Road.
  - D. Chengli feels proud that he improves his understanding of caravans.
  - E. People entering and leaving China are required to pass through Dunhuang.
  - F. The caravan needs to sell treasures to support its journey along the Silk Road.



8. How does the fictionalized account of the Silk Road in Passage 2 further develop the historical account in Passage 1?
- A. It explains the impact of the Silk Road by showing how trading changed the cultures of cities over time.
  - B. It makes the experience of the Silk Road more personal by focusing on the perspective of one character.
  - C. It reveals why silk was so important along the Silk Road by describing what traders would receive in return.
  - D. It emphasizes the dangers of traveling along the Silk Road by highlighting the illegal activity that took place.
9. Passage 2 draws on some of the historical facts presented in Passage 1.

In the **Answer Document**, select the boxes to indicate whether the elements are included in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both
a description of the origins of the Silk Road	A	B	C
accounts of the desert cities developing along the Silk Road	D	E	F
an explanation for why goods were exchanged along the Silk Road	G	H	I



Do not go on

Do not go on

### Passage 1: Video Games and Physical Health

by Joseph Green

- 1 There's no doubt about it: young people love video games. A 2008 Pew Internet & American Life study reported that 97% of Americans ages 12 to 17 play video games. That's a lot of people! But how might this gaming affect their physical health?
- 2 Some people play video games for too long. They hold their body in one position for hours. They perform the same movements over and over. This tension<sup>1</sup> and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.
- 3 Video games have also been blamed for the rise in obesity. People may choose video games over physical activity. This problem can be avoided by making time for physical activity. Also, some video games can actually help people be more physically active. These games allow players to move their bodies to control the game. Some people say these games don't have the same benefits as "real" physical activity. Others see them as a good way to encourage people to move more.
- 4 Playing video games may lead to some health problems. But many of these problems occur when the games are played excessively. Moderate game playing doesn't usually harm people's physical health over the long term.

<sup>1</sup>tension: the condition of being stretched tight

"Video Games and Physical Health" by Joseph Green. Written for educational purposes.

### Passage 2: Teens' sleep cut short by high-tech toys

by Vikki Ortiz Healy

- 5 A relaxing summer evening for 18-year-old Ross Nikides last week went like this:
- 6 He and five friends brought laptops to another friend's house to play "World of War Craft" and other Internet games against each other.



- 7 Around 4:15 a.m., one of the guys craved a milkshake, so they piled into two cars and drove around Carol Stream, Ill., in search of an ice cream shop still open.
- 8 An hour later, they were back at the friend's house, slurping down their drinks while checking Facebook and playing X-Box until they finally fell asleep—cellphones by their sides—around 6:15 a.m.
- 9 “It was a good bonding experience with friends,” said Nikides, who woke up 7 hours later and had enough energy to go for a run.
- 10 Nikides and other teens are averaging 6.5 to 7.5 hours of sleep a night, well below the 9 hours recommended in a newsletter . . . by the Archives of Pediatrics & Adolescent Medicine.
- 11 Hanging out with friends and staying up late may not be different from what some teens did 30 years ago, but new research suggests technological distractions that teens have access to today cut into the quality of their much-needed rest. . . .
- 12 Yet despite years of warnings about the risks of insufficient sleep—including poor school performance, obesity and, as presented in June at an annual meeting of sleep researchers, links to depression—teens and their parents say adolescent exhaustion remains a fact of life.
- 13 And the best they can do is to balance their teens' need for sleep with their need to keep up with today's technology.
- 14 “Teens don't value sleep because there's too many things going on to distract them,” Nikides said. . . .
- 15 One night last week, Ryan Cassidy, an 18-year-old recent high school graduate, began playing Xbox at 10:30 p.m., using two-minute breaks within the game to play another game on his cellphone. After two hours, he moved on to his laptop, on which he watched a TV program and checked his Facebook page during commercials.
- 16 Cassidy eventually decided to go to sleep at 2 a.m.
- 17 “I'll wake up a little tired, and I know it's because I stayed up late playing games or something, but to me, it's almost worth it,” the Geneva, Ill., teen said. . . .



## Grade 7 English Language Arts—Part 2

- 18 Teens need adequate deep and REM sleep to rebuild long-term memory for learning, focus attention for driving and maintain health and fight obesity, said Dr. Matthew Edlund, director of the Center for Circadian Medicine and author of “The Power of Rest.”
- 19 “From a public health standpoint, I look at this and I am scared stiff,” Edlund said. “They’re so connected to their machines that they’re treating themselves as though they don’t need any rest.”
- 20 The shift has left parents struggling to set rules that will keep their teens rested in today’s age.
- 21 Stephanie Cassidy, Ryan’s 48-year-old mom, said summer rules are more lax, but over the school year she and her husband banned computer use—except for homework—on week nights. They also enforced a 10 p.m. bed time and put limits on Xbox and other game use at night.
- 22 “Sometimes I’d like to take all the electronics and throw it out the window,” Cassidy said. “They need their sleep . . . and until they learn and see the reality of it for themselves, they might not know how to do that.”

Excerpt from “Teens’ sleep cut short by high-tech toys” by Vikki Ortiz Healy, from the *Seattle Times*. Copyright © 2010 by the Seattle Times Company. Reprinted by permission of the Seattle Times Company via Copyright Clearance Center.

### Passage 3: Heart group backs video games in obesity campaign

by Joel Schectman

- 23 The American Heart Association and Nintendo Co. are teaming up to promote the popular Wii video game console, as the health advocacy group concedes<sup>1</sup> that its campaign for traditional exercise isn’t working.
- 24 The surprising partnership, announced Monday, comes amid growing concern about obesity among kids who spend much of their time watching television and playing video games. . . .

<sup>1</sup>concedes: admits





- 25 “We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative<sup>2</sup> and new,” Clyde Yancy, the AHA’s president, said in an interview.
- 26 Numerous studies show a correlation<sup>3</sup> between obesity and the amount of time children spend with television and video games. Jeffrey Levi, executive director of Trust for America’s Health, said the best solution is simply to cut the cord and encourage youths to spend less time in front of screens.
- 27 But the AHA said it is endorsing the Wii because it will encourage sedentary<sup>4</sup> Americans to take the first step toward fitness. With 70 percent of Americans doing no regular physical activity at all, the AHA wants to find a way to reach out to people turned off by gyms and traditional sports.
- 28 The organization said its studies show that 40 percent of those who don’t exercise say that it’s not entertaining enough. The AHA says the Wii addresses the fun factor.
- 29 The Wii, which has sold more than 30 million consoles across the Americas, comes with a controller that encourages people to physically move as they play. Sports-style games such as baseball and boxing let players move their arms . . . . Nintendo also makes a foot pad accessory, the Wii Fit, that allows players to try dance steps or yoga.
- 30 The heart icon<sup>5</sup> covers the Wii console itself along with two of its more active games, Wii Fit Plus and Wii Sports Resort. . . .
- 31 Wii players say that the level of physical exertion<sup>6</sup> varies greatly by player.
- 32 Maria Lambiris, an 18-year-old illustrations student at the Fashion Institute of Technology in New York, said the game system recently helped her lose five pounds.
- 33 “You really get into it sometimes and you can use your whole body,” Lambiris said. . . .

<sup>2</sup>provocative: causing a strong reaction

<sup>3</sup>correlation: possible connection

<sup>4</sup>sedentary: inactive

<sup>5</sup>heart icon: symbol of the AHA endorsement

<sup>6</sup>exertion: effort



## Grade 7 English Language Arts—Part 2

- 34 But while many of the games may not offer the same level of physical activity as traditional sports, they may help get some people started on a healthier lifestyle.
- 35 “It is a first step for someone who is entirely sedentary,” Yancy said.
- 36 Yancy said that once that person becomes motivated, he or she can access a website Nintendo and the AHA are developing to help monitor exercise and diet plans.

Excerpt from “Heart group backs video games in obesity campaign” by Joel Schectman, from the *Seattle Times*. Copyright © 2010 by the Associated Press. Reprinted by permission of the Associated Press via Copyright Clearance Center.

1. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

### Part A

How does Passage 1 present ideas about video games in paragraphs 2–3?

- A. order of events
- B. order of importance
- C. problem and solution
- D. compare and contrast

### Part B

How does this structure relate to the overall message of Passage 1?

- A. It raises questions about how video games impact the brain.
- B. It shows that people can play video games without damaging their health.
- C. It proves that video game technology has changed significantly over time.
- D. It shows that people are continuing to gain more knowledge about the effects of video games.

2. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

**Part A**

What is the main claim in Passage 1?

- A. Playing video games is not likely to cause health problems in younger players.
- B. Playing video games increases exhaustion and can cause sore muscles.
- C. Playing video games on a limited basis is not a long-term health risk.
- D. Playing video games leads to obesity and should be avoided.

**Part B**

Select the letters before **two** details from paragraphs 2 and 3 that support the claim in Part A.

- A** “Some people play video games for too long. They hold their body in one position for hours. **B** They perform the same movements over and over. **C** This tension and repetition can strain body parts such as the neck, wrist, or elbow. The strain can cause pain. **D** However, in many cases the pain doesn't last. It goes away if people stop playing the games so much.
- E** Video games have also been blamed for the rise in obesity. **F** People may choose video games over physical activity. **G** This problem can be avoided by making time for physical activity. **H** Also, some video games can actually help people be more physically active. **I** These games allow players to move their bodies to control the game.” (paragraphs 2–3)

## Grade 7 English Language Arts—Part 2

3. How do paragraphs 5–9 develop the ideas in Passage 2?
- A. They give opinions about healthy behaviors.
  - B. They describe the result of current sleep research.
  - C. They state a claim about the effect of lack of sleep.
  - D. They introduce a health concern using a specific example.



4. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

**Part A**

What can readers infer about the American Heart Association (AHA) based on Passage 3?

- A. As new challenges emerge, the AHA has ceased its efforts to promote exercise among youth.
- B. The AHA believes that public interest in sports would increase if sports were more interesting.
- C. The AHA is willing to try unexpected methods in order to encourage people to become more active.
- D. Although excessive screen time can lead to health problems, the AHA fails to acknowledge this possibility.

**Part B**

Select **two** details from Passage 3 that support the answer in Part A.

- A. “The surprising partnership, announced Monday, comes amid growing concern about obesity among kids . . .” (paragraph 24)
- B. ““We can keep beating the drum on traditional exercise and make small changes to the obesity epidemic, or we can try something that is really provocative and new,’ . . .” (paragraph 25)
- C. “. . . studies show a correlation between obesity and the amount of time children spend with television . . .” (paragraph 26)
- D. “. . . the AHA wants to find a way to reach out to people turned off by gyms and traditional sports.” (paragraph 27)
- E. “. . . its studies show that 40 percent of those who don't exercise say that it's not entertaining enough.” (paragraph 28)



## Grade 7 English Language Arts—Part 2

5. Read this paragraph from Passage 3.

27 But the AHA said it is endorsing the Wii because it will encourage sedentary Americans to take the first step toward fitness. With 70 percent of Americans doing no regular physical activity at all, the AHA wants to find a way to reach out to people turned off by gyms and traditional sports.

What is the meaning of the word endorsing as it is used in this paragraph?

- A. publicly approving
- B. carefully considering
- C. supporting changes to
- D. managing the effects of



6. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

**Part A**

Select **two** central ideas in Passage 3.

- A. New technology offers more health benefits than old technology.
- B. Traditional methods of promoting exercise have become less effective.
- C. The video gaming industry is profiting from the public's interest in exercise.
- D. Virtual sports are becoming more popular as fewer people enroll in conventional sports.
- E. Introducing a new and exciting form of exercise may encourage people to become healthier.

**Part B**

How does Passage 3 develop the central ideas in Part A?

- A. by comparing the number of people who exercise to the number who play video games
- B. by describing the popularity of new video gaming consoles among younger populations
- C. by describing a new team effort between a health organization and a video game company
- D. by comparing the functions of current game consoles with those that were available in the past



## Grade 7 English Language Arts—Part 2

7. In the **Answer Document**, select the boxes to show whether each idea about video games is emphasized in Passage 1, Passage 3, or both passages.

	Passage 1	Passage 3	Both
Video games can help encourage people to exercise.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
Playing video games can be acceptable in reasonable amounts.	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
Some video games provide a creative solution to public health problems.	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I



### Writing Prompt

8. Does playing video games significantly affect physical health?

In your own words, write a multi-paragraph response to make and support an argument about whether or not playing video games significantly affects physical health. Include evidence from the passages to develop your claims and support your argument. Make sure you are using information from both passages in your response.

Manage your time carefully so that you can:

- use your own words to establish a thesis statement for your argument;
- use evidence from the passages to support your claims and acknowledge counterclaims;
- focus on the purpose and audience of the task; and
- use your own words to develop your argument by clarifying the relationship between your claims, reasons, and evidence.

Be sure to:

- include an introduction that establishes a clear thesis statement for your argument;
- create clear, organized paragraphs that include a sense of cohesion;
- edit your response to check the grammar, structure, and mechanics of your sentences; and
- include a conclusion that follows from the ideas you developed.

Write your multi-paragraph response in the space provided in the **Answer Document**.



