

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests (OCCT)
Grade 7 Mathematics, Reading, and Geography

PARENT, STUDENT, AND TEACHER GUIDE



2014–2015

Oklahoma State Department of Education

**Testing Dates
2015 School Year**

Paper/Pencil Multiple-Choice Testing
April 10–May 8, 2015

Online Mathematics and Reading Testing
April 10–May 15, 2015

Acknowledgment

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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Core Curriculum Tests. These tests are designed to measure knowledge in Mathematics, Reading and Geography.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate their child's areas of strength as well as areas needing improvement.

This guide provides a list of test-taking tips, objectives covered in the test, and practice tests. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for each child to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Core Curriculum Tests, please contact your local school or the State Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Hotzmeister".

State Superintendent of Public Instruction

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205
<http://www.ok.gov/sde/>**

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The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma Academic Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards and objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma Academic Standards and objectives at Grade 7. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced testing program, compares a student's performance with performance standards established by the State Board of Education. These standards, referred to as the Oklahoma Performance Index, or OPI, identify specific levels of performance required on each test. These standards are based upon reviews from groups of Oklahoma educators and citizens who evaluated the tests and made recommendations.

In the content areas of Mathematics, Reading, and Geography, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

This year, students in Grade 7 will take online multiple-choice tests in Mathematics and Reading, and Geography.

This guide provides an opportunity for parents, students, and teachers to become familiar with how these skills in these subject areas will be assessed. It presents general test-taking tips, lists the Oklahoma Academic Standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions.

Test-Taking Tips

The following tips provide strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace proper preparation based on the Oklahoma Academic Standards and objectives, which serve as the foundation for the tests. **To access the practice test, go to <https://oklahoma.measuredprogress.org/student/> (Student Log-in via browser). The Student Login is: practice. The Password is: testing.**

General Test-Taking Tips:

- Read this guide carefully and complete the practice tests.
- Make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.

Tips for the Multiple-Choice Tests:

- Read each question and every answer choice carefully. Choose the best answer for each question.
- Check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- Read the selections on the Reading test carefully.
- Be sure that you have seen all four answer choices before making your selection. On an online test, this may require you to use the scroll bar on the right side of the test question.
- Remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- Don't spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.
- Don't attempt to leave the online testing system by closing the window by clicking on the X. Doing so will result in termination of the test.

The Multiple-Choice Tests

Each year, students in Grade 7 take multiple-choice tests in Mathematics, Reading, and Geography.

Each multiple-choice subject test is meant to be administered in a separate session. Students should have enough time to complete all sessions. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to exiting an online test.

The following sections

- list the Oklahoma Academic Standards that are eligible for multiple-choice testing in each subject area.
- reproduce the student directions.
- present practice test questions for each subject.
- provide information about preparing for testing to the Oklahoma Academic Standards.

Oklahoma Academic Standards

The Oklahoma Academic Standards that are eligible for testing in the Grade 7 multiple-choice tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. Student performance on the multiple-choice tests is reported at the standard and objective levels in all subject areas. In Mathematics, student performance is reported by the content standards.

Please note that not all Oklahoma Academic Standards and objectives are appropriate for the statewide assessment. This guide includes only the Oklahoma Academic Standards and objectives that are assessed by the OCCT and are based on the 2009 revision for Mathematics and the 2010 revision for Reading.

Mathematics (Process)—Grade 7

Process Standard 1: Problem Solving

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
4. Evaluate results to determine their reasonableness.

5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and nonroutine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

Process Standard 2: Communication

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

Process Standard 3: Reasoning

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counterexamples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

Process Standard 4: Connections

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relate equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

Process Standard 5: Representation

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

Mathematics (Content)—Grade 7

Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use number properties and algebraic reasoning to identify, simplify, and solve simple linear equations and inequalities.

1. Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables (e.g., as the value of x increases on a table, do the values of y increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change).
2. Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $-2x + 4 = -2$).
3. Inequalities: Model, write, solve, and graph one-step linear inequalities with one variable.

Standard 2: Number Sense and Operation—The student will use numbers and number relationships to solve a variety of problems.

1. Number Sense
 - a. Compare and order positive and negative rational numbers.
 - b. Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers (e.g., the square root of 12 is between 3 and 4).
2. Number Operations
 - a. Solve problems using ratios and proportions.
 - b. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).
 - c. Simplify numerical expressions with integers, exponents, and parentheses using order of operations.

Standard 3: Geometry—The student will apply the properties and relationships of plane geometry in a variety of contexts.

1. Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.
2. Identify and analyze the angle relationships formed by parallel lines cut by a transversal (e.g., alternate interior angles, alternate exterior angles, adjacent, and vertical angles).
3. Construct geometric figures and identify geometric transformations on the rectangular coordinate plane (e.g., rotations, translations, reflections, magnifications).

Standard 4: Measurement—The student will use measurement to solve problems in a variety of contexts.

1. Develop and apply the formulas for perimeter and area of triangles and quadrilaterals to solve problems.
2. Apply the formula for the circumference and area of a circle to solve problems.
3. Find the area and perimeter of composite figures to solve application problems.

Standard 5: Data Analysis—The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

1. Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).
2. Probability: Determine the probability of an event involving “or”, “and”, or “not” (e.g., on a spinner with one blue, two red and two yellow sections, what is the probability of getting a red or a yellow?).
3. Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 7 Mathematics
Test Blueprint
School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Algebraic Reasoning: Patterns and Relationships	15	30%
1.1 Linear Relationships	5	
1.2 Solving Equations	5	
1.3 Solving and Graphing Inequalities	5	
2.0 Number Sense and Operation	11	22%
2.1 Number Sense	5	
2.2 Number Operations	6	
3.0 Geometry	8	16%
3.1 Classifying Figures	1–3	
3.2 Lines and Angles	1–3	
3.3 Transformations	4	
4.0 Measurement	9	18%
4.1 Perimeter and Area	5	
4.2 Circles	2	
4.3 Composite Figures	2	
5.0 Data Analysis	7	14%
5.1 Data Analysis	2	
5.2 Probability	3	
5.3 Central Tendency	2	
Total Test	50	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Reading—Grade 7

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Word Origins
 - a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.
Example: Understand and use in speaking and writing foreign words that are often used in English such as *lasagne* (Italian), *sauerkraut* (German), and *déjà vu* (French).
 - b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.
Example: Analyze the roots, prefixes, and suffixes of subject-area words such as *telescope*, *geography*, and *quadrant*.
3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
 - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*.
 - b. Analogies: comparisons of the similar aspects of two different things.
 - c. Metaphors: implies comparisons, such as *The street light was my security guard*.
 - d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet*.

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

- Determine the purpose for reading such as to be informed, entertained, or persuaded.
 - Preview the material and use prior knowledge to make connections between text and personal experience.
- b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
 - c. Show understanding by asking questions and supporting answers with literal information from text.
2. Inference and Interpretation
 - a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
 - b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.
 3. Summary and Generalization
 - a. Summarize the main idea and how it is supported with specific details.
 - b. Recall major points in the text and make and revise predictions.
 - c. Recognize the importance and relevance of details on the development of the plot.
 - d. Support reasonable statements by reference to relevant aspects of text and examples.
 4. Analysis and Evaluation
 - a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
 - b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.
 - c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
 - d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
 - e. Distinguish between stated fact, reasoned judgment, and opinion in text.

Standard 4: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.
 - b. Identify and explain techniques of direct and indirect characterization in fiction.
 - c. Describe how the author’s perspective, argument, or point of view affects the text.
 - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
 - a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
 - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
 - c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

Standard 5: Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
 - a. Use library catalogs and computer databases to locate sources for research topics.
 - b. Access a variety of primary and secondary sources to locate information relevant to research questions.
 - c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
 - d. Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - e. Note instances of persuasion, propaganda, and faulty reasoning in text.
 - f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
 - a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.
 - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
 - d. Determine the appropriateness of an information source for a research topic.
 - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 7 Reading
Test Blueprint
School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills/ Oklahoma Academic Standards (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	10	20%
1.1 Words in Context	3–4	
1.2 Word Origins	3–4	
1.3 Idioms and Comparisons	3–4	
3.0 Comprehension/Critical Literacy	20	40%
3.1 Literal Understanding	4–5	
3.2 Inferences and Interpretation	4–6	
3.3 Summary and Generalization	4–6	
3.4 Analysis and Evaluation	4–6	
4.0 Literature	12	24%
4.1 Literary Genres	4	
4.2 Literary Elements	4	
4.3 Figurative Language/Sound Devices	4	
5.0 Research and Information	8	16%
5.1 Accessing Information	4	
5.2 Interpreting Information	4	
Total Test	50	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Geography: Eastern Hemisphere—Grade 7

Geography is composed of the interrelated components of skills and content knowledge, both of which are necessary to being a geographically informed citizen. Students will use geographic knowledge as a tool for understanding the concepts of economics and the impact of recent history on contemporary events. Students will focus on the spatial patterns of human and physical characteristics of the world and will explore how these patterns form, change over time, and relate to one another in the Eastern Hemisphere. This is the second half of the middle-level geographic studies program. The Western Hemisphere was the focus of the Grade 6 portion. For practical uses the traditional designation of the Eastern and Western Hemisphere has been followed. The Eastern Hemisphere is treated as the areas of Africa, Asia, Europe, Australia, and Oceania.

Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

1. Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
2. Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite, and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams.
3. Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
4. Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface, and organize information about people, places, and environments.
5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.
6. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

1. Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries, including

- a. Europe—London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia;
 - b. Southwest Asia—Mecca/Saudi Arabia, Jerusalem/Israel, Tehran/Iran, Beirut/Lebanon, and Bagdad/Iraq;
 - c. South Asia—Mumbai/India, Pakistan, Afghanistan;
 - d. East and Southeast Asia—Beijing/China, Seoul/South Korea, Tokyo/Japan, Indonesia, Vietnam, and Malaysia;
 - e. Africa—Cairo/Egypt, Nairobi/Kenya, South Africa, Libya, Sudan, and Nigeria; and
 - f. Oceania—Australia and New Zealand.
2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere, including
- a. Physical Regions—
 - 1) Sub-Saharan savannas and rainforests;
 - 2) Pacific Ring of Fire;
 - 3) Rhine-Danube industrial corridor; and
 - 4) The Himalayan Mountain Range.
 - b. Cultural Regions—
 - 1) The Sahel’s and Sahara’s nomadic peoples;
 - 2) Jerusalem’s religious significance to Judaism, Christianity, and Islam; and
 - 3) The cultural hearths of the Nile, Indus, Ganges, Hwang He River Valleys, and Mesopotamia.
3. Explain and summarize how common physical or human characteristics can link as well as divide regions, including
- a. Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers;
 - b. Ural Mountains that physically divide Europe from Asia;
 - c. Sahara Desert that physically and culturally divides North Africa from Sub-Saharan Africa;
 - d. Multiple languages, religion, and the legacy of the caste system in India that present barriers to cultural unity; and
 - e. Cultural differences resulting in civil war and genocide in Darfur and Rwanda.
4. Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization, including
- a. Multinational peace-keeping efforts to stabilize Arab-Israeli relations;
 - b. Roots of disputes between India and Pakistan resulting in the threat of conventional war and nuclear war;
 - c. Impact of multiple ethnic groups on Nigerian political stability;
 - d. Coordination of currency and free trade zones created by the European Union;
 - e. Humanitarian relief efforts by the United Nations to address hunger in Africa; and

- f. The struggle for and achievement of civil liberties and economic opportunities in South Africa's post-apartheid era.
5. Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface, including the
- a. Cultural diffusion brought about by North Africa's location central to trade across multiple continents;
 - b. Impact of overgrazing and drought leading to desertification in the Sahel;
 - c. Results of the Green Revolution in Central Asia; and
 - d. Effects of abundant oil supplies in the Persian Gulf region.

Standard 3: The student will examine the interactions of physical systems that shape the patterns of the Earth's surface in the Eastern Hemisphere.

- 1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water, including
 - a. Landforms—the Iberian, Scandinavian, and Indochina Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.
 - b. Bodies of water—Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; and Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.
- 2. Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment, including
 - a. The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Pacific Ring of Fire;
 - b. Frequent drought of northern Africa and Southwest Asia that creates stress on humans and wildlife;
 - c. The impact of monsoon patterns and typhoon activity on agriculture and loss of life in South Asia; and
 - d. Regular flooding of China's rivers resulting in the accumulation of losses.

Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

- 1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.
- 2. Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the five major world religions and the significance of religion in contemporary societies.
- 3. Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross National Product (GNP), and per capita income.

4. Compare and contrast the market and command economic systems and how governments affect economic activities in such systems, including
 - a. Economic reforms in China that are moving China from a command system toward a market system;
 - b. The economic advantages and disadvantages of Sweden's mixed market system;
 - c. The economic prosperity generated by Japan's market system; and
 - d. The economic development limitations of North Korea's command economic system.
5. Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy), including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government.
 - a. The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia.
 - b. The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia.
6. Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and the balance of trade, including
 - a. The European Union's single currency and open single market that link economies and governments;
 - b. The relative isolation of Japan and the United Kingdom that require extensive trade patterns for natural resources and markets;
 - c. Outsourcing of technological and manufacturing jobs to developing regions of Asia; and
 - d. Control over production and supply of global oil reserves as exercised by the Oil Producing and Exporting Countries (OPEC).
7. Evaluate and summarize the impact of geography on population location, growth, change, and density, and on the availability of resources, settlement patterns, and migration, including the
 - a. Impact of push and pull factors on the rural migration to overcrowded urban centers in India;
 - b. Challenges of under-population on the labor market in developed nations of Europe;
 - c. Changing face of European cultures as a result of recent patterns of immigration; and
 - d. Impact of China's one-child policy on population growth and culture.

Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

1. Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region, including the
 - a. Abundant energy resources driving China's rapid development;
 - b. Reserves of valuable minerals responsible for South Africa's economic growth;

- c. Accessibility of coal and iron reserves contributing to steel industries of Western Europe and Russia; and
 - d. Value of North Sea petroleum reserves to developed nations' economies.
2. Evaluate the effects of human modification of and adaptation to the natural environment, including the
- a. Deforestation of Indonesia's rainforests;
 - b. Creation of living space through the drainage of seawater and the system of dikes in the Netherlands;
 - c. Transformation of arid lands of the Arabian Peninsula through the introduction of Western irrigation methods;
 - d. Use of terrace farming and double-cropping as solutions to food needs of East Asia; and
 - e. Benefits and dangers of nuclear power generation as exemplified by the environmental disaster at Chernobyl.
3. Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere, including
- a. the Management of the Aral Sea's water resources;
 - b. Impact of the economic development of Russia's Arctic regions; and
 - c. Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China.

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 7 Geography
Test Blueprint
School Year 2014–2015**

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Oklahoma Academic Standards (OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Geographic Tools/Geography Skills	6	12%
1.1, 1.2, 1.3, 1.4, 1.5 Geographic Tools and Skills	4–5	
1.6 Freedom Week	1–2	
2.0 Human and Physical Characteristics of Regions	12	24%
2.1, 2.2 Political and Physical/Cultural Regions	4–6	
2.3, 2.5 Physical and Human Characteristics Linking/Dividing Regions	4–6	
2.4 Conflict and Cooperation	4–6	
3.0 Physical Systems of the Earth	6	12%
3.1 Visual Information, Landforms and Bodies of Water	2–4	
3.2 Impact of Natural Disasters on Human Populations	4–5	
4.0 Human Systems: People and Cultures	16	32%
4.1, 4.2, 4.5 Cultural Traits, Major World Religions, and Major Political Systems	6–8	
4.4, 4.6 Economic Systems, Economic Interdependence and Trade	4–5	
4.3, 4.7 Human Characteristics of Developing and Developed Countries and Population Issues	4–5	
5.0 Human Interaction With The Environment	10	20%
5.1 Distribution of Resources	4–6	
5.2, 5.3 Human Modification and Regional Problems	4–6	
Total Test	50	100%

(Please note this blueprint does not include items that may be field-tested.)

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.

Multiple-Choice Practice Tests

Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. Each practice test includes 25 questions that are similar to the questions on the OCCT.
2. Mark your answers to the practice test questions on the answer sheet located on the inside back cover of this guide. Carefully tear off the answer sheet where it is perforated.
3. Go to the Mathematics practice test. Read the directions at the top of the page.
4. Look at Sample A in the box. Read it to yourself and think of the answer. Now look at the Mathematics section of the answer sheet on the last page of this guide. The correct answer to Sample A has been indicated.
5. Read Sample B of the Mathematics practice test. Mark your answer to Sample B. Next answer the 25 practice questions. For any of the tests, you may underline, mark, make notes, or work out problems in your test book. Mark only one answer for each question.

Note for students:

The practice tests in the following section are short versions of the type of multiple-choice tests you will be taking. Follow the instructions as you take the practice tests on the pages that follow.

6. After you finish the Mathematics practice test, go on to the Reading practice test and the Geography Practice Test. Read the directions to yourself and then answer the practice questions.
7. When you are finished, check your answers against the Answer Keys. The standards and objectives for each question are also shown.



DIRECTIONS

Read each question and choose the best answer. Find the question number on the answer sheet that matches the question number on the Mathematics practice test. Mark your answer in the Mathematics section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

Sample A

Colin printed a picture of a square from his computer. The picture had an area of 64 square centimeters. What was the length of each side of the square?

- A 7 cm
- B 8 cm
- C 9 cm
- D 16 cm

Sample B

Maria recorded these temperatures during a science experiment.

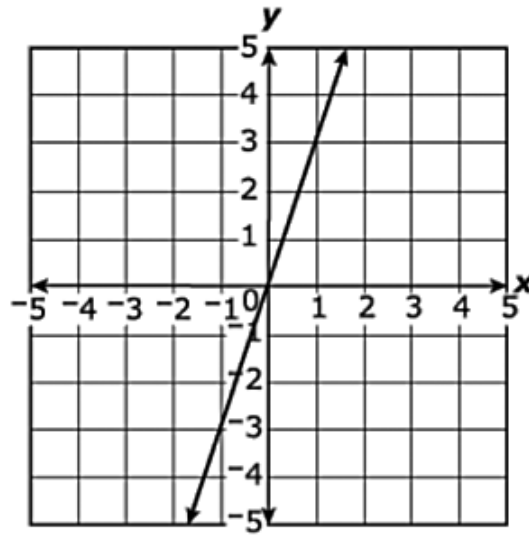
-6°F , -5°F , -5.1°F , -15°F , -6.4°F

Which list shows the temperatures in order from least to greatest?

- F -5.1°F , -5.8°F , -6°F , -6.4°F , -15°F
- G -5.1°F , -5.8°F , -6.4°F , -6°F , -15°F
- H -15°F , -6.4°F , -6°F , -5.8°F , -5.1°F
- J -15°F , -6°F , -6.4°F , -5.1°F , -5.8°F



1



What is the equation of this graph?

- A $y = 3x$
- B $y = -3x$
- C $y = \frac{1}{3}x$
- D $y = -\frac{1}{3}x$

2

The measure of $\angle K$ is 15° greater than the measure of its complement, $\angle J$. What is the measure of $\angle J$?

- F 37.5°
- G 52.5°
- H 82.5°
- J 90.0°



3 A school science club has less than $\frac{4}{5}$ the number of members as the math club. If the science club has 16 members, which inequality represents m , all of the possible numbers of math club members?

- A** $m > 20$
- B** $m < 20$
- C** $m > 13$
- D** $m < 13$

4 Which model represents 3^2 ?

F 

G 

H 

J 



5

There are 42 students in Kim’s band class. Of those students, 31 are girls. Which proportion can be used to find x , the percent of students in the class that are boys?

A $\frac{31}{42} = \frac{x}{100}$

B $\frac{11}{31} = \frac{x}{100}$

C $\frac{31}{11} = \frac{x}{100}$

D $\frac{11}{42} = \frac{x}{100}$

6

The Menendez family paid \$45 for a meal at a restaurant. They left a tip that was 20% of the cost of the meal. How much was the tip?

F \$0.20

G \$0.90

H \$2.00

J \$9.00

7

$$2.4(5 + 4.5) - 4$$

What is the expanded form of this expression?

A $(2.4 \times 5) + (2.4 \times 4.5) - (2.4 \times 4)$

B $(2.4 + 5) \times (2.4 + 4.5) - 4$

C $(2.4 \times 5) + (2.4 \times 4.5) - 4$

D $(2.4 + 5) + (4.5 - 4)$

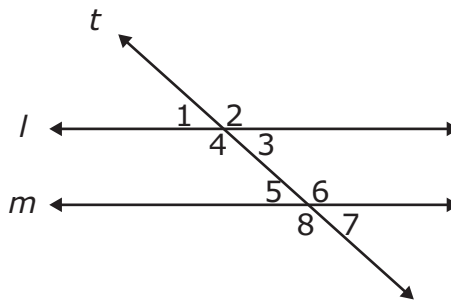


8 Which kind of triangle has angles with these three measures?

45°, 45°, and 90°

- F** equilateral
- G** obtuse
- H** right
- J** acute

9 The drawing shows parallel lines l and m intersected by transversal t .

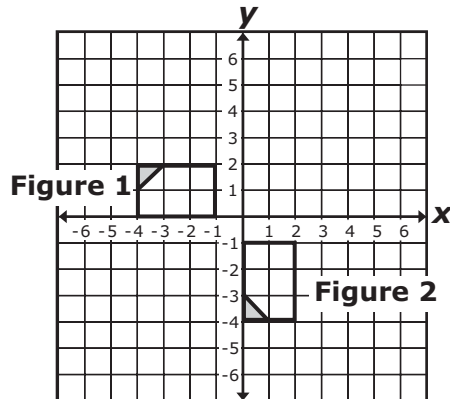


Which statement best describes angles 1 and 5?

- A** They are interior angles.
- B** They are vertical angles.
- C** They are complementary angles.
- D** They are corresponding angles.



10



Which best describes the one-step transformation in position from Figure 1 to Figure 2?

- F reflection
- G translation
- H rotation
- J dilation

11

Tomas used a string with a piece of chalk tied to one end to draw a circle on the sidewalk. He held one end of the string on the sidewalk and then drew the circle using the chalk tied to the other end. The area of the circle was about 113 square inches. Which is closest to the length of the string?

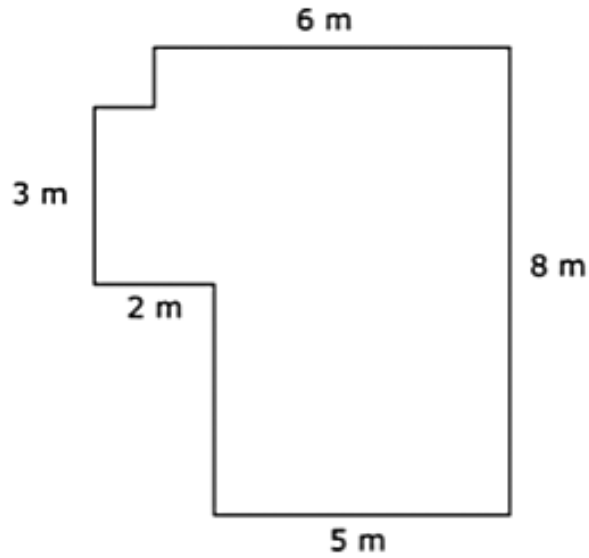
$$A_{\text{circle}} = \pi r^2$$

- A 6 in.
- B 12 in.
- C 18 in.
- D 36 in.



12

The figure shown is made up of line segments that meet at right angles.



What is the perimeter of the figure in meters (m)?

- F 24 m
- G 26 m
- H 28 m
- J 30 m



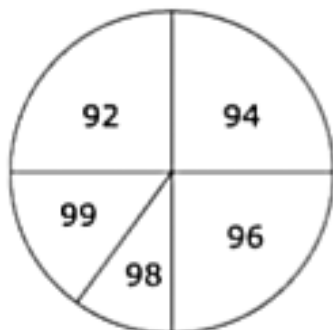
13

Jason recorded the high temperatures on school days last September. This table shows Jason's results.

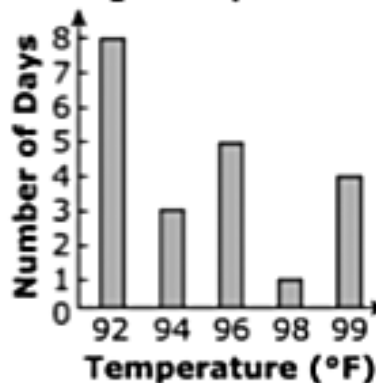
Temperature (F°)	Number of Days
92	8
94	3
96	5
98	1
99	4

Which graph best shows the data in this table?

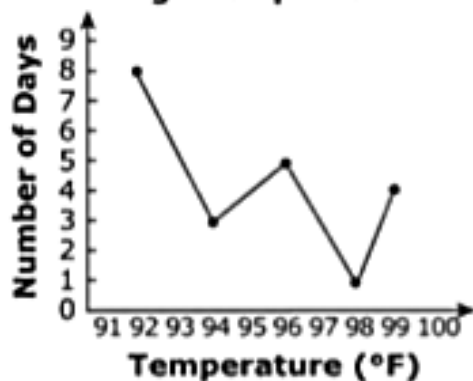
A High Temperatures



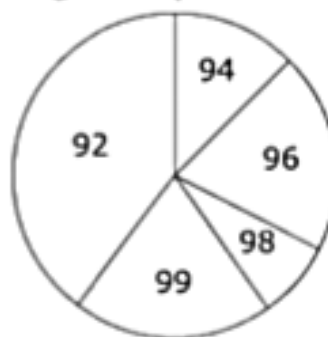
B High Temperatures



C High Temperatures



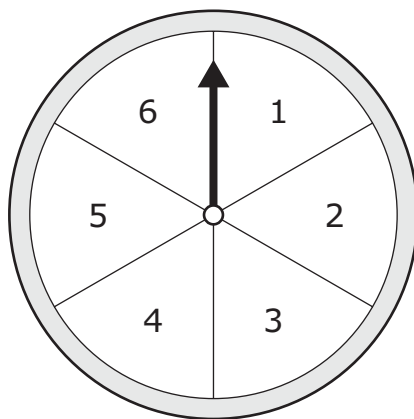
D High Temperatures





- 14** The prize wheel at the school fair is divided into 6 sections of equal size. The sections are numbered 1 through 6.

Prize Wheel



If the arrow is spun once, what is the probability that it will stop on a section labeled with an even number divisible by 3 or a section labeled with an odd number?

- F** $\frac{1}{6}$
- G** $\frac{1}{2}$
- H** $\frac{2}{3}$
- J** $\frac{5}{6}$

- 15** Lin's first 4 quizzes had a mean score of 80%. If he scores 100% on his next quiz, what will be his mean quiz score for these 5 quizzes?

- A** 82%
- B** 84%
- C** 86%
- D** 90%



16

x	y
-3	6
0	3
3	0
6	-3

What happens to the value of y as the value of x increases?

- F The value of y increases.
- G The value of y decreases.
- H The value of y stays the same.
- J The value of y decreases and then increases.

17

The length of a rectangle is 18 inches. If the perimeter of the rectangle is 60 inches, what is the width, in inches (in.)?

- A 12 in.
- B 21 in.
- C 24 in.
- D 42 in.



18 Which whole number is closest to the value of $\sqrt{126}$?

F 10

G 11

H 12

J 13

19 The original price of a baby crib is \$288 before sales tax. The crib is on sale for $\frac{1}{4}$ off the original price. A shopper uses a coupon for $\frac{1}{3}$ off the sale price. How much money will the shopper pay for the crib before sales tax?

A \$24

B \$72

C \$120

D \$144



20

The table shows the ages of the 8 children at a day-care center.

Day Care Attendance

Age (years)	Number of Children
5	2
6	1
7	2
8	3

What is the probability that the first child to arrive one morning is 5 years old and the second child to arrive is 7 years old?

F $\frac{1}{14}$

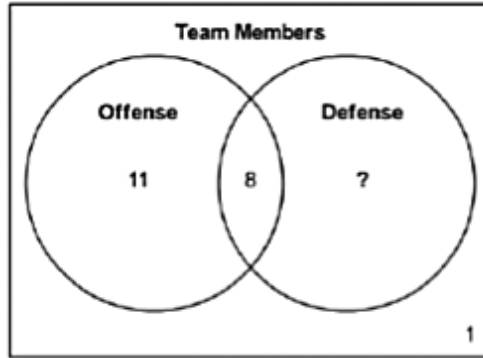
G $\frac{1}{16}$

H $\frac{1}{56}$

J $\frac{1}{64}$



21 A sports team has 25 members.



How many team members play only defense?

- A** 5
- B** 6
- C** 13
- D** 14

22 A dinner plate has a diameter of 12 inches. The diameter of a salad plate is 2 inches less. What is the area of the salad plate?

- F** 25π square inches
- G** 36π square inches
- H** 100π square inches
- J** 144π square inches



23 Thomas practiced the piano for 18 hours. He practiced the piano at least $\frac{2}{3}$ as many hours as he practiced the saxophone. Which inequality can Thomas use to find the number of hours, s , that he practiced the saxophone?

A $\frac{2}{3} \times 18 \geq s$

B $\frac{2}{3} \times 18 \leq s$

C $\frac{2}{3} s \geq 18$

D $\frac{2}{3} s \leq 18$

24 A container is filled with $\frac{3}{4}$ of a gallon of water every $\frac{1}{2}$ minute. What is the unit rate in gallons per minute?

F $1\frac{1}{2}$ gallons per minute

G $1\frac{1}{4}$ gallons per minute

H $\frac{2}{3}$ gallons per minute

J $\frac{3}{8}$ gallons per minute



25

Which of these expresses all of the solutions to this inequality?

$$4x \geq 68$$

A $x > 64$

B $x \geq 64$

C $x > 17$

D $x \geq 17$



**DIRECTIONS**

Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number on the Reading practice test. Mark your answer in the Reading section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

The Best Fit

- 1 After school, Tanner went straight to the gym. He couldn't wait to check the list to see if he'd made the basketball team. Seeing that his name wasn't there, Tanner sadly walked away, wondering if he could do anything well.
- 2 About that time, Coach Jenkins caught up with Tanner and told him how sorry he was that Tanner had not made the team.
- 3 "Tanner, you're the most organized kid I know," said Coach Jenkins. "No matter what the sport or activity is, you always know what needs to be done, and you do it without complaining. That's why I'd like for you to be our team manager."
- 4 "I never realized that being a manager required so much skill. If you really need me, I'll be glad to do it," Tanner said, smiling.
- 5 "Great!" Coach Jenkins said as he smiled back.

Sample A**Coach Jenkins describes Tanner as**

- A** having athletic abilities.
- B** being knowledgeable.
- C** being well organized.
- D** having many talents.



Sample B

At the end of the story, Tanner feels

F clever.

G pleased.

H bewildered.

J discouraged.



Read the selection below. Then answer the questions that follow.

Excerpt from *The Last Treasure*

by Janet S. Anderson

- 1 Quietly they tiptoed through the dusty rooms, pointing out what they could see in hushed excited voices. There wasn't much. In the front hall hung a chandelier that looked exactly like every other hall chandelier on the Square, and in the back room, the room used variously as a second parlor or a library, was a solid wooden bench. It stood in front of a bricked-up fireplace, and Maggie and her father immediately sank down onto it and looked up. Hanging over the fireplace was the only other thing the house contained. It was a picture.
- 2 "Oh," said Maggie. "Oh, Papa, look at it. It's a Great-Grandma Betsy picture isn't it? I wish it was in *our* house. Oh, Papa, isn't it the most beautiful picture you ever saw?"
- 3 Actually, Stephen Randolph thought it was no such thing. Every house on the Square had a Grandma Betsy picture in it, and every adult, at least, thought they were dreadful and only left them hanging out of respect for the old lady they'd all loved so dearly. This one, to Stephen Randolph's eyes, was the most sentimental one yet, but he could see well enough why Maggie liked it. It showed a little girl about her age kneeling on a seat under a window. It was a big window, made of little panes, and she was looking out. Through all the panes but one was a dull view of a wet garden on a cold November day—all brown and gray and sad. But through one pane, the one in the highest left-hand corner, streamed the most brilliant light. It was almost an explosion of light, of golden sunlight, and it filled the pane with rainbows of color. The little girl was reaching toward it with everything she ever hoped to be shining from her eyes.
- 4 "Very pretty, Maggie," he said. "Why don't you sit and look at it while I do some measuring. You know what I think about Grandpa John Matthew's treasure. I've told you how he loved to build and how I've always been sure that what he built into this house was a secret place to hide his secret treasure. If I just can measure carefully enough, I'm sure I'll find it."
- 5 So over the next few days, Stephen Randolph measured. He measured every room. He wrote numbers down and compared them with other numbers until he could hardly see. He knocked on walls and tapped on floors and



crawled around the cellar on his hands and knees. And he didn't find anything, not anything at all. During all that time, Maggie followed him dreamily around, writing messages in the dust, or sat quietly looking up at the picture on the back-room wall. She loved it. She loved that one pane of glass dancing with light.

6 Finally, at the end of a long muggy day, coming one last time down the dusty staircase, Stephen Randolph sighed and gave up. "I'm sorry, honey," he said to Maggie, who was waiting for him below. "I'm sure John Matthew's treasure is here. But I guess I didn't know him as well as I thought I did, because he's hidden it too cleverly for me. Maybe somebody else in the family will have more luck."

7 But Maggie was hardly listening. Instead, she was gazing up to where the late-afternoon sun, finally out after days of rain, was streaming through the small west window in the hall and striking the glass chandelier. Suddenly her face, too, was alight. "Look, Papa!" she called up to him. "Rainbows, just like in the picture! Just like in Grandma Betsy's picture!"

8 Stephen Randolph looked. Sure enough, the chandelier had turned into hundreds of prisms splitting the sunlight into hundreds of rainbows. And as he looked, even though he was a lawyer, even though his own plan and his own search had turned to dust, he began to laugh. Because he had to remember now what John Matthew had said. "A bright child with a sharp eye . . ."

9 "That's my Maggie," he said. "It's been hanging here in plain sight all along, hasn't it, and it took you to see it. Let me go get some help and we'll get the thing down."

10 They got the thing down and took it apart, and there, in among the crystal prisms, were thirteen perfect little diamonds, one diamond for each one of John Matthew's children. All of them were in one place, hanging and shining together.



1 Based on the selection, which statement **best** demonstrates the father's approach to finding the treasure?

- A** Stephen remembers a statement about a bright child with a sharp mind.
- B** Stephen studies the unusually bright chandelier.
- C** Stephen tiptoes quietly through the dusty rooms.
- D** Stephen measures and taps on walls.

2 Which summary of the selection includes the **main** details?

- F** Maggie and her father go to the family home to search for treasure. While they are there, Maggie falls in love with an old painting. Her father spends his time measuring the rooms in hopes of finding a clue to the hidden treasure, but he does not find it by himself.
- G** At her great-grandmother's home, Maggie helps her father search for a secret treasure. While he taps walls, crawls in basements, and measures rooms, Maggie stares at a painting, thinking that it may contain a clue to finding the treasure. Just as they are ready to give up, Maggie realizes she was right and finds the treasure.
- H** Maggie's father goes to the family home to seek treasure he believes is hidden. In the meantime, his daughter Maggie discovers a painting that dazzles her with its sparkling colors. Her father works diligently to find the treasure, but he discovers it only because his daughter sees something in the chandelier that is also in the painting she loves.
- J** Maggie goes to her great-grandmother's home with her father. As they walk throughout the rooms, they notice a crystal chandelier and an unusual painting. Maggie admires the painting while her father searches for the secret treasure. After days of measuring and comparing numbers, her father gives up. Maggie, however, finds the treasure.



3 In paragraph 1, the description of the setting establishes that the characters are

- A** hoping to find some ancient relics in the house.
- B** searching for hidden rooms in the house.
- C** looking for an old picture in the house.
- D** beginning an adventure in the house.

4 In paragraph 8, the phrase turned to dust could also be used to describe

- F** picnic plans that are canceled because of weather.
- G** house plans that are used to remodel an old house.
- H** high school graduation plans that are altered to include more students.
- J** scientific research plans that are postponed in order to include more subjects.

5 The purpose of Stephen's dialogue in paragraph 4 is

- A** to establish the theme of the story.
- B** to introduce the climax of the story.
- C** to introduce the conflict of the story.
- D** to develop the falling action of the story.



6 Stephen's opinion of the painting softens when he realizes that

- F** his relatives prefer this painting.
- G** Maggie identifies with the painting.
- H** his grandma hid a treasure in the painting.
- J** Maggie will occupy herself by studying the painting.

7 Which statement best expresses the theme of the selection?

- A** A good lawyer makes a bad neighbor.
- B** A job worth doing is worth doing right.
- C** A little knowledge is a dangerous thing.
- D** A child sees things that a wise man cannot.



Read the selection below. Then answer the questions that follow.

The Mysterious Barite Rose

Scientists Hope to Discover How Oklahoma's Special Rock Flowers Formed

- 1 Roses are such beautiful flowers. It's really too bad that their blossoms can't be cast in stone. Or perhaps they can. At least that's how some people once explained the unusual rose-shaped rocks found in Oklahoma.
- 2 Although fairly rare, rose rocks can be found in several places around the world. No matter where they are from, rose rocks look amazingly like a rose in full bloom. What makes those found in Oklahoma special, however, is their color. While most rose rocks appear light gray or grayish blue, the ones in Oklahoma range from dusty red to crimson. This is because of the red soil color in central Oklahoma where these rocks are most common.
- 3 Very little else, except what they are made of, is really known about the rose rocks. Scientists know that they are a combination of barium and sulfate, known as barite. This also makes the rose rocks different from those found in other places. The others are, instead, made of something called selenite, which gives them their lighter color.
- 4 Although their composition is known, many things about red rose rocks still stump scientists. One thing they are still not sure of is how they were formed. Another is why they are singular to Oklahoma.
- 5 Some once believed that these rocks were petrified roses. That means that they were actually roses that had turned to rock. Discovering the materials contained in the rocks, however, proved that this idea was wrong.
- 6 Many scientists now believe rose rocks began forming about 250 million years ago. At that time, it is thought that an ocean covered the state. The ocean water was rich in barite and as the water passed through the layer of red Garber sandstone on the ocean floor, barite crystals were formed. The crystals probably combined with the sandstone to form harder blades of rock. According to scientists, the petal-like blades clumped together into rose-shaped rocks.
- 7 This theory, of course, suggests that new rose rocks are no longer forming. Other scientists disagree, believing that rose rocks are still being formed. Even if the latter are correct, one thing is clear: collectors are grabbing them up faster than new ones can form. Certainly, it is hard to ignore the beautiful half-inch- to four-inch-wide near-perfect single roses. Especially appealing to serious collectors are the more extraordinary rose rock clusters. Some examples are several feet tall and may weigh as much as one thousand pounds.
- 8 Today, Oklahoma's rose rocks are becoming increasingly hard to find. Perhaps new veins remain to be discovered. While no one knows for sure, scientists still hope so. After all, those remaining in nature hold the key to the rose rock formation mystery.



8 What is the best definition of the word petrified as it is used in paragraph 5?

- F** erupted
- G** hardened
- H** sharpened
- J** strengthened

9

The Mysterious Barite Rose

*Scientists Hope to Discover How Oklahoma's
Special Rock Flowers Formed*

Based on the title and subtitle, the student can tell this passage is about

- A** the popularity of things discovered in Oklahoma.
- B** the origin of something unique to Oklahoma.
- C** the artificial flower business in Oklahoma.
- D** the work of scientists in Oklahoma.



10 Which word in paragraph 4 connects opposite ideas?

- F** although
- G** many
- H** still
- J** another

11 Why did scientists decide that the rocks had never been real roses?

- A** The rocks' mineral composition was different.
- B** The rocks' crystals were formed on the ocean floor.
- C** They realized that the rocks were the wrong color and weight.
- D** They discovered that the rock clusters were too big for real flowers.

12 Scientists now believe that the rose rocks were formed when

- F** different shaped rock stuck together in clusters.
- G** small rocks became trapped in the red soil.
- H** real flowers turned into petrified rock.
- J** ocean water passed through sandstone.



13 Which detail from the passage is an opinion?

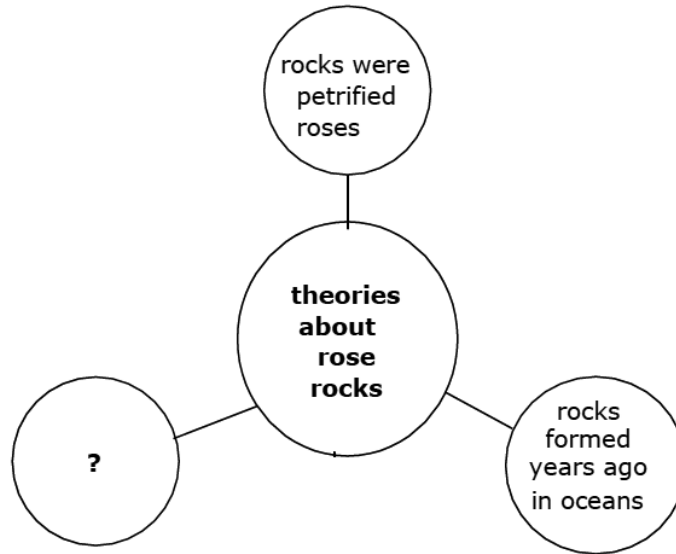
- A** They are made of selenite, which creates their light color.
- B** It is hard to ignore the beautiful, near perfect single roses.
- C** Oklahoma's roses range in color from dusty red to crimson.
- D** As water passed through sandstone, barite crystals were formed.

14 What is the purpose of the simile in paragraph 2?

- F** to show why the rocks are unusual
- G** to illustrate the author's knowledge
- H** to explain the roses' creation process
- J** to create an image for the reader to understand



15



Which **best** completes the web?

- A rocks can be large and heavy
- B rocks found in several places
- C rocks still being formed today
- D rocks appear in various colors

16

What discovery disproves the theory that rose rocks are petrified roses?

- F that an ocean once covered the state
- G that the rocks are composed of barium and sulfate
- H that the color of the rocks vary from place to place
- J that rose rocks can be found in several places around the world



Read the selection below. Then answer the questions that follow.

Just Like Practice

- 1 Connie watched as Coach Sanders helped Julia limp off the soccer field. "It's my ankle," her friend grimaced when Connie rushed over to ask how she was. "I guess it's up to you, Connie," she panted. Connie's stomach dropped; her heart began pounding like the hooves of stampeding horses.
- 2 "Me?" she asked, hesitantly. She glanced at her friend's swollen ankle, hoping for a miracle. She looked out at the field where her teammates and members of the other team were getting ready to resume play. Connie had already played her usual few minutes in the first half. Like always, she had spent the time hoping the ball would not come her way.
- 3 "Connie," Julia said, "You can do it, just like you do in practice."
- 4 "Let's go, Connie," Coach Sanders said. "You're the best scorer we have left." Then he shouted to the rest of the team. "We need only one goal to tie. Don't quit now, there's still enough time!"
- 5 Connie's knees felt like rubber as she ran out onto the field. "Don't mess up. Don't mess up," she repeated to herself over and over.
- 6 "Just like practice, Connie," Coach Sanders reminded her one more time. If only that were true, Connie thought. In practice, Connie was a terrific player. In fact, some people thought she was better than Julia, the team's star player. Connie could guide the ball smoothly through defenders, make sharp, accurate passes, and score from either side of the goal. Coach Sanders had often commented on the way she could control the soccer ball with her feet.
- 7 That was practice, though; games were a totally different story. Something happened to Connie during the games. Her legs felt rubbery, her breath came in gasps, and her heart fluttered in her chest. Whenever she got near the ball, things seemed to go wrong and Connie soon started dreading the games. Coach Sanders insisted on putting her into the game each week for a few minutes, but he usually did so only when the team was comfortably ahead. Now her team, the Wolverines, was playing for the city championship against the Hornets. If they won, they would advance to the state playoffs. Why did Julia have to get hurt now? Connie wondered anxiously.
- 8 The Wolverines were behind 2-1 and the Hornets had the ball. The Wolverines prepared to play tough defense. There were only a few minutes remaining. Suddenly, Tonesha, one of Connie's teammates, intercepted a pass and streaked down the middle of the field towards the Hornet's goal. Without thinking, Connie knew what to do. She raced down the right side just like in practice. Tonesha saw her and kicked the ball. It was a perfect pass, but as it got closer, Connie started having her old doubts. "Don't mess up!" her mind screamed as she received the pass. "Please go in!" she whispered as she kicked the ball hard. For a second it looked good, but then sailed right, missing the goal by several feet.
- 9 Connie hung her head. "Choked again," she muttered. Her teammates said, "good try" or "that's okay," but their eyes seemed to say something different. Same old Connie. Connie had no time to sulk, though, because the game was not over.



10. The Hornets had the ball again. Connie was guarding the Hornet player with the ball. She could hear the noise of the crowd building. She knew it was almost over. This was her chance. She waited until she thought the Hornet player was about to pass the ball. Then she darted in, stole the pass, and raced downfield ahead of everyone. With the crowd and her teammates screaming behind her, Connie was determined to score. She waited until the last second and when the Hornet goalie moved to the right, Connie kicked the ball into the left corner of the goal. She had tied the game! As the ball settled into the net, the referee blew his whistle; time had expired. The teams would now have to break the tie to determine who went to the next play-off level. Connie could hardly wait!



17 Using a word from paragraph 8, complete the analogy.

Toss is to throw, as raced is to

- A** intercepted.
- B** streaked.
- C** kicked.
- D** sailed.

18 Read the sentence from paragraph 1.

. . . her heart began pounding like the hooves of stampeding horses.

What does the above simile mean?

- F** Her heart is similar to a horse.
- G** Her heartbeat seems fast and loud.
- H** Her heartbeat becomes steady and strong.
- J** Her heart seems to be trampled on by horses.



19 Which sentence from the passage supports the idea that Connie fears playing in games?

- A** She glanced at her friend's swollen ankle, hoping for a miracle.
- B** Connie had already played her usual few minutes in the first half.
- C** In fact, some people thought she was better than Julia, the team's star player.
- D** Without thinking, Connie knew what to do.

20 The point of view of this passage helps the reader understand

- F** why Connie's coach insists on putting her into games.
- G** how Connie's skills compare to those of her teammates.
- H** how Connie's lack of confidence affects her performance.
- J** what Connie's friends think of her mistakes during games.

21 What will probably happen at the end of this passage?

- A** Julia will ask the coach if Connie can be lead player now.
- B** Connie's old fears will resurface and keep her from scoring.
- C** Connie will be determined to do well and will score another goal.
- D** Julia's ankle will get better, so she and Connie will both play in the game.



Read the selections below. Then answer the questions that follow.

Thoughts I Was Thinking While Drinking My Juice

by Dave Crawley



- 1 I was thinking this morning, while drinking my juice,
That it's quite easy telling a moose from a goose.
A goose doesn't gallop. There's no need to try.
And whoever heard of a moose that could fly?
- 5 The moose is a mammal. The goose is a bird.
A goose joins a gaggle. The moose has a herd.
But what do I call them? What's the right use
Of a name to describe more than one goose or moose?
- I pour some more juice. I now have two juices.
- 10 But never, not ever, could I have two mooses.
Two geeses? Of course not! That just isn't done!
It does get confusing to have more than one!
It is proper to talk about seventeen geese,
But nobody ever had forty-one meese.
- 15 If there should be more than one moose on the loose,
The name is the same. There are sixty-two moose.
But I wonder, whatever could be the right words
For more than one gaggle or eighty-one herds?
Is it geeses and moose, or geeses and mooses?
- 20 No time to answer, I've finished my juices.



Funny Food Names

by Marie Jones

1 Is a Strawberry made of Straw? Is a Grapefruit a big, yellow Grape? Are Hamburgers made of Ham? Are Sandwiches full of sand?

2 No, of course not. But let's see how these foods got their names.

Straw Fruit

3 Strawberry plants have long stems that grow along the ground. These stems look like straw. Because the juicy, red berries grow on a plant that looks like straw, they are called strawberries.

Bunches of Sunshine

4 Grapefruits are citrus fruits, like oranges and lemons. But unlike other citrus fruits, grapefruits grow in bunches on trees. Because they grow in bunches, much like grapes, they are called grapefruits.

German Burgers

5 Hundreds of years ago, ground beefsteak was a popular food in Hamburg, Germany. When people from Hamburg moved to the United States, they taught Americans how to make these ground beef patties. The Americans called the patties "hamburgers," after the Germans' hometown.

Go Fish

6 Long ago, a nobleman who lived in Sandwich, England, liked to play cards. He liked playing cards so much that he didn't want to stop playing even to eat. He asked for a piece of meat between two slices of bread so that he could eat and play cards at the same time. The sandwich was named for that nobleman, the Earl of Sandwich.



22 Which rhyme pattern is used in “Thoughts I Was Thinking While Drinking My Juice”?

- F** abab
- G** aabb
- H** abca
- J** aaaa

23 “Thoughts I Was Thinking While Drinking My Juice” has which characteristic of a poem?

- A** hyperbole
- B** metaphor
- C** stanzas
- D** similes



24 Why does the author of "Funny Food Names" begin with four questions?

- F** to encourage the reader to ask many questions
- G** to attract the reader's interest in the answers
- H** to describe various types of foods
- J** to show the reader the main idea

25 How do the purposes of "Thoughts I Was Thinking While Drinking My Juice" and "Funny Food Names" compare?

- A** Both are persuasive.
- B** Both show a rhyming pattern.
- C** Both are entertaining selections.
- D** Both are informational about word origins.



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DIRECTIONS

Read each selection and the questions that follow it. Choose the best answer for each question. Find the question number on the Geography practice test. Mark your answer in the Geography section of the answer sheet.

The correct answer for Sample A has been filled in on the answer sheet to show how to mark your answers. Mark your answer for Sample B.

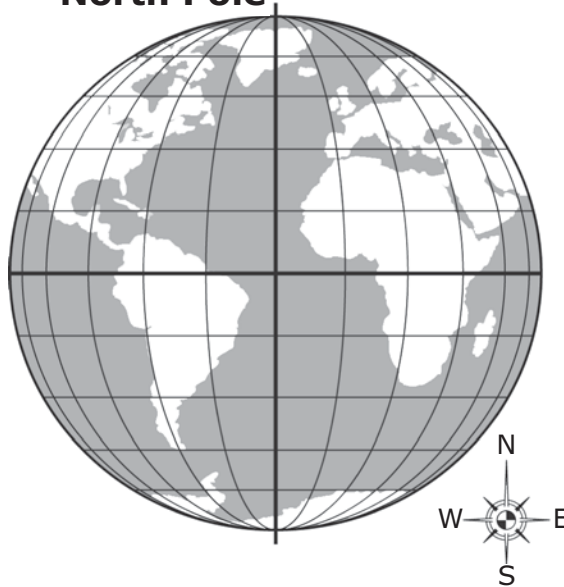
Sample A

Physical maps most often show

- A** landforms.
- B** boundaries.
- C** climate regions.
- D** economic activities.

Sample B

North Pole



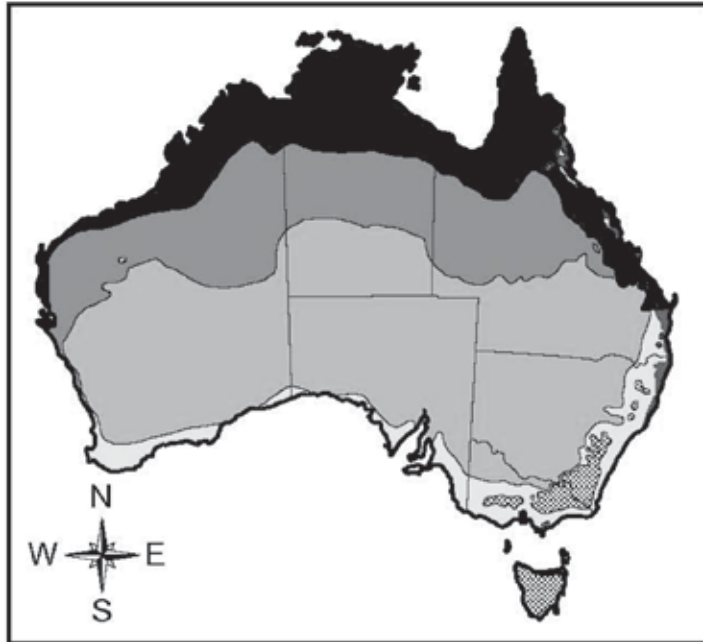
This picture shows how lines of longitude

- F** meet at Earth's poles.
- G** are parallel to the Prime Meridian.
- H** are always the same distance apart.
- J** match the shape of Earth's landforms.

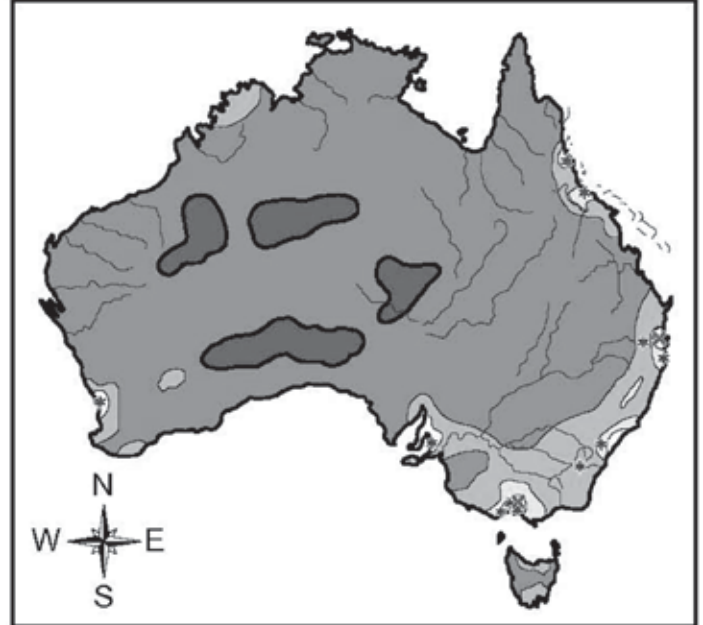




Climate Zones in Australia



Population Density in Australia, 2012



Key	
■	Hot humid summer
■	Warm humid summer
■	Hot dry summer, mild winter
■	Hot dry summer, cold winter
■	Warm summer, cool winter
■	Mild warm summer, cold winter

Key	
Persons per square mile	
■	Uninhabited
■	Under 2
■	From 2 to 25
■	From 25 to 60
■	60 or more
×	Cities over 1,000,000
*	Cities over 100,000



Note: Use the maps on the previous page to answer the questions.

1 According to the maps, what type of climate does most of the Australian population experience?

- A** Warm humid summer
- B** Hot humid summer
- C** Hot dry summer, cold winter
- D** Warm summer, cool winter

2 According to the maps, what conclusion can best be made?

- F** The largest cities in Australia are along the southeastern coast because it has a moderate climate.
- G** The largest cities in Australia are along the northern coast because it has a hot climate.
- H** Few people live in the interior of Australia because the climate is too humid.
- J** Many people live in the interior of Australia because the climate is mild.



3

Up to thirty percent of the rain that falls in tropical forests is water that the rainforest has recycled into the atmosphere. Water evaporates from the soil and vegetation, condenses into clouds, and falls again as rain in a perpetual self-watering cycle. In addition to maintaining tropical rainfall, the evaporation cools the Earth's surface.

—Rebecca Lindsey, "Tropical Deforestation," March 30, 2007

Based on the excerpt, how are polar areas most likely impacted by the continuing deforestation of tropical rainforests?

- A** The soil in polar areas will become drier and unsuitable for agriculture because of deforestation in the tropics.
- B** The animals in Arctic regions will become threatened and struggle to find water because of deforestation in the tropics.
- C** Deforestation will cause Earth's surface to warm more quickly which increases the rate at which the ice caps melt at the poles.
- D** Deforestation will cause Earth's surface to cool more quickly which increases the amount of precipitation in Arctic climates.



Note: Use the map above to answer the questions.

4 What landform is shown by the darkly shaded portion of the map?

- F the Sahel
- G the Sahara
- H Gobi Desert
- J Great Rift Valley

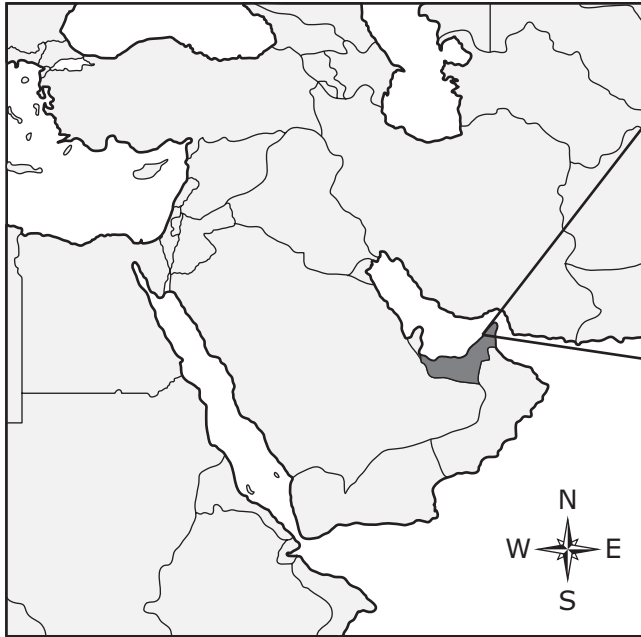
5 Which landform is most similar to the darkly shaded area shown on the map?

- A Gobi Desert
- B Great Rift Valley
- C Indochina Peninsula
- D Pyrenees Mountains



6

Southwest Asia



**Palm Island,
United Arab Emirates**



Legend

— Country boundaries

Which statement explains the main reason the United Arab Emirates was able to construct Palm Island?

- F** Oil was discovered in the 1950s.
- G** Tourism boomed in the early 2000s.
- H** Business and banking industries were encouraged to settle nearby.
- J** Traditional fishing and pearl industries were subsidized by the government.



7 Which two countries have cultures that share the same colonial influence?

- A Morocco and Tunisia
- B Bangladesh and Cambodia
- C Australia and the Philippines
- D Madagascar and South Africa

8 Which statement about primary economic activities is accurate?

- F They require direct contact with the environment.
- G They use raw materials in the manufacture of goods.
- H They include academic and information technologies.
- J They provide services and deliver manufactured goods.

9

Tertiary Economic Activities

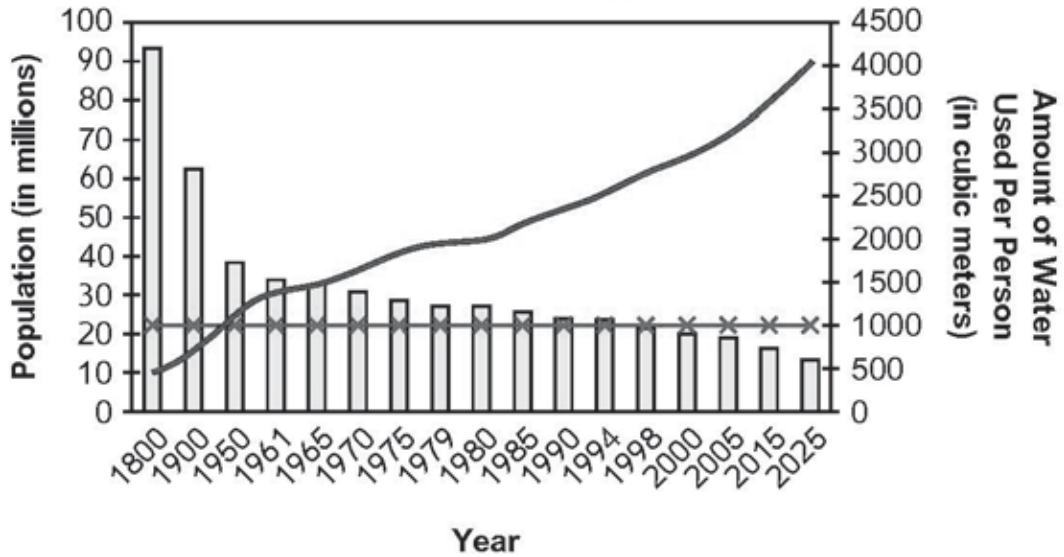
- Retail Sales
- Transportation
- Entertainment
- Tourism
- ?

Which example would best complete the list?

- A Forestry
- B Banking
- C Construction
- D Manufacturing

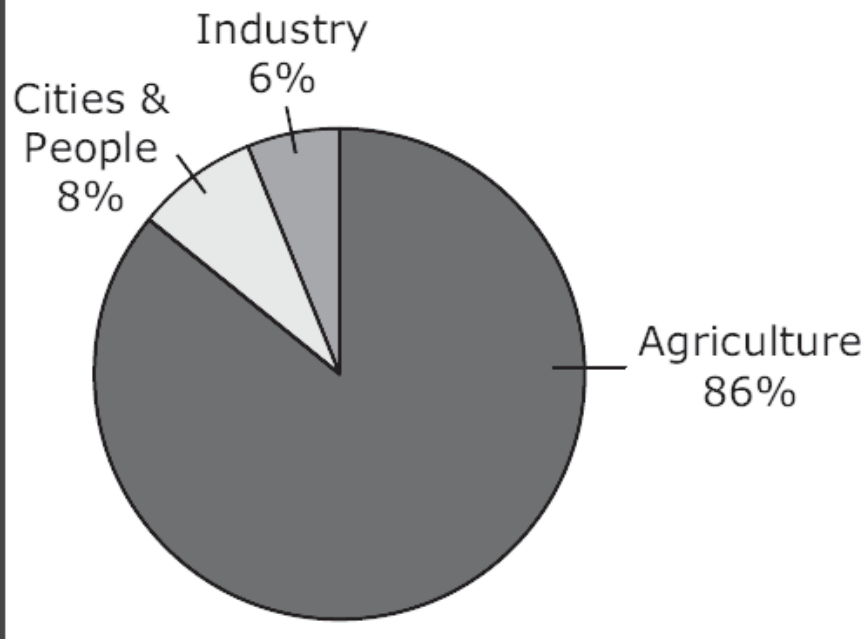


Population Trends and Water Usage in Egypt



Key		
	Water Use	
	Population	
	Water Poverty Line	

Water Usage in Egypt





Note: Use the graphs on the previous page to answer the question.

10 Which conclusion can be supported by both of the graphs?

- F** Population growth is causing a water shortage.
- G** Climate change is creating water-use problems.
- H** Agriculture needs to improve methods of water use.
- J** Industry needs to improve methods of water delivery.



11

India

Mid 1950s-Acquired technology to create nuclear weapons

1960s-Purchased equipment necessary to create nuclear weapons

1970s-Detonated first nuclear test weapons

1990s-Began testing nuclear weapons again after 24 years

Pakistan

1960s-Opened a nuclear research reactor

1970s-Established nuclear weapons program

1974-Pakistan proposed a nuclear free zone

1978-Pakistan proposed an India-Pakistan joint declaration renouncing acquisition and manufacture of nuclear weapons

1979-Pakistan secretly begins construction of nuclear facility

1979-Pakistan proposed to India mutual inspections of nuclear facility

1980s-Pakistan obtains nuclear materials from China

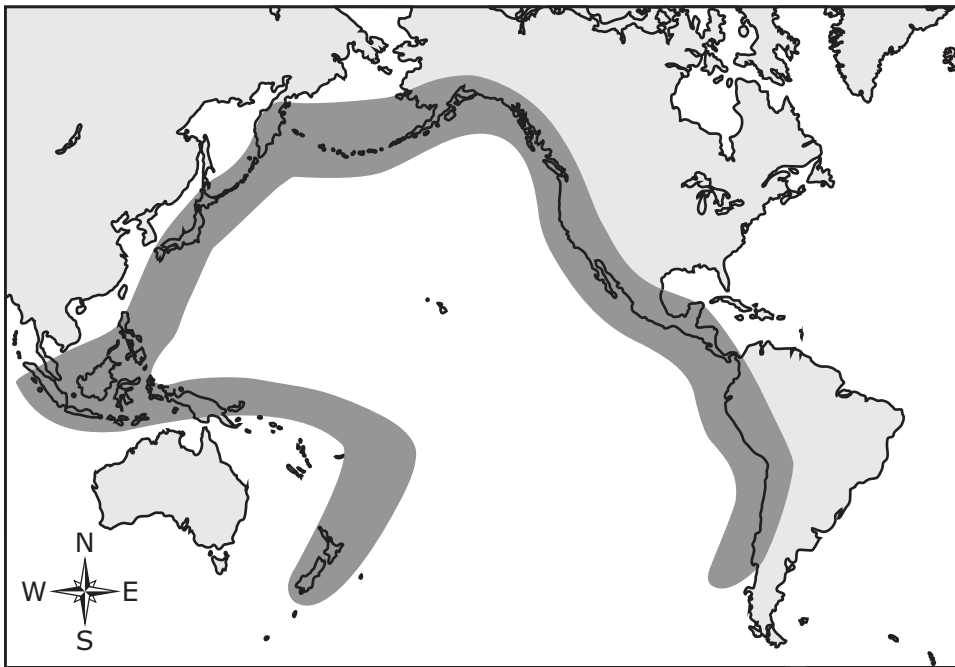
1989-Pakistan begins nuclear testing

Which best describes a reason for the events listed?

- A economic dispute over Asian trade
- B territorial dispute over Kashmir region
- C religious dispute over the Buddhist faith
- D cultural dispute over the Punjab language



Pacific Ocean



Note: Use the map above to answer the question.

12 People living in the darkly shaded region on the map need to prepare for

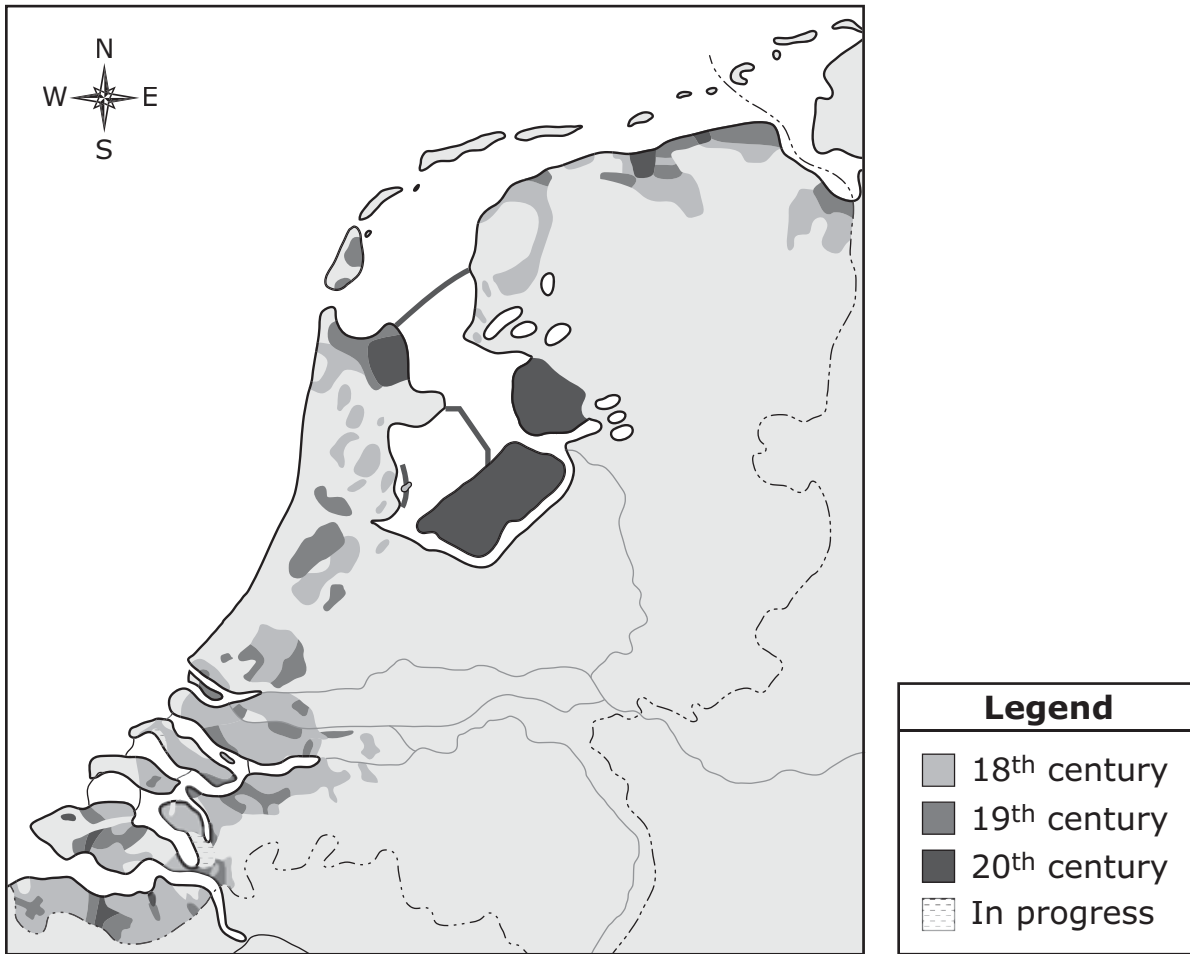
- F** earthquakes.
- G** droughts.
- H** floods.
- J** fires.

13 Which description can be an effect of a natural disaster?

- A** a lack of goods
- B** higher birth rates
- C** lower unemployment
- D** an increase in literacy



North Coast of Netherlands



Note: Use the map above to answer the questions.

14 Based on the information in the map, which conclusion can best be made about the Netherlands?

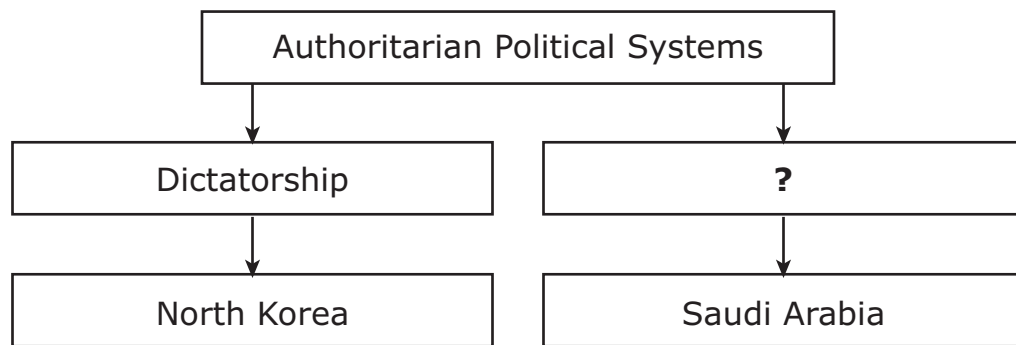
- F** The reclaimed land was used to expand the amount of living space for the growing population by creating polders.
- G** The reclaimed land was caused by deforestation along the shore in order to create dikes to irrigate the interior of the country.
- H** The reclaimed land enabled decreases in the size of windmills to make the movement of water more environmentally sustainable.
- J** The reclaimed land was needed to develop terrace farming along the coast in order to expand fields to produce food for the people.



15 How does the Netherlands gain more habitable land?

- A by reclaiming land from the sea
- B by acquiring land in peace treaties
- C by reclaiming land from strip mines
- D by acquiring land from nearby countries

16



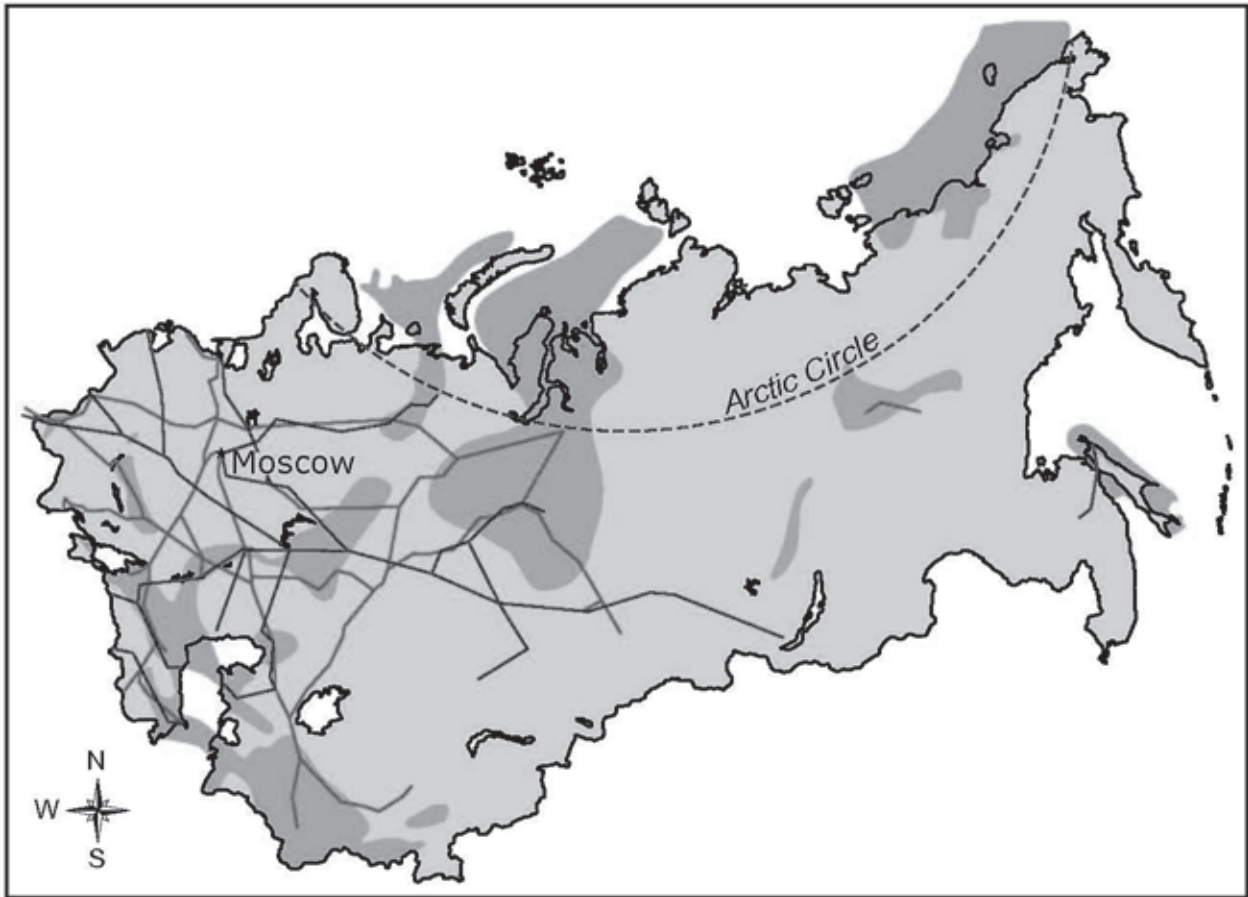
Which term completes the diagram?

- F Democratic Republic
- G Absolute Monarchy
- H Direct Democracy
- J Military Rule



17

Some New Natural Gas Development in Russia



Key	
	Petroleum basin
	Natural gas pipeline
	Crude oil pipeline

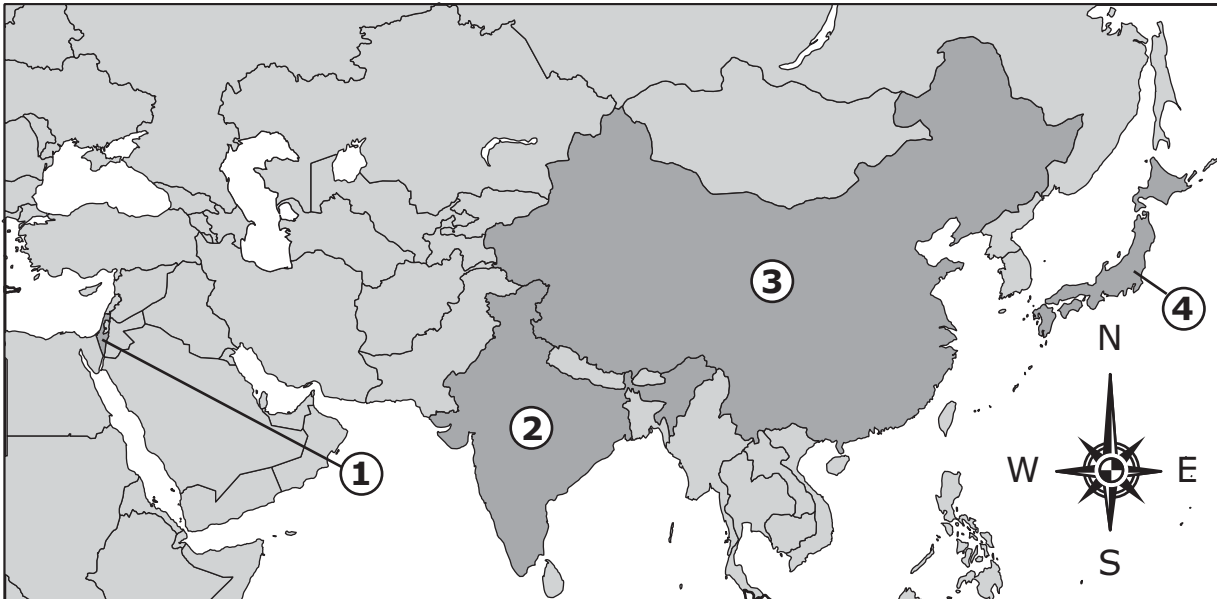
What is the main reason why there are so few pipelines in the area above the Arctic Circle?

- A It would be too expensive.
- B The deposits are too small.
- C It would harm the environment.
- D The area has a large population.



18

Sites of Origin for Major Religions

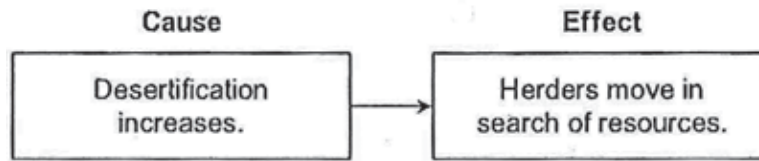


Which number shows the geographic origin of Daoism?

- F** 1
- G** 2
- H** 3
- J** 4



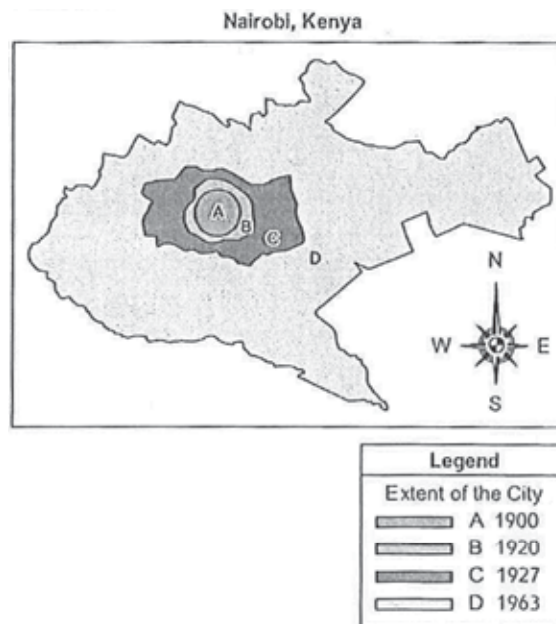
19



In which region of Africa is this effect common?

- A the Sahel
- B the Sahara
- C the Congo Basin
- D the Great Rift Valley

20



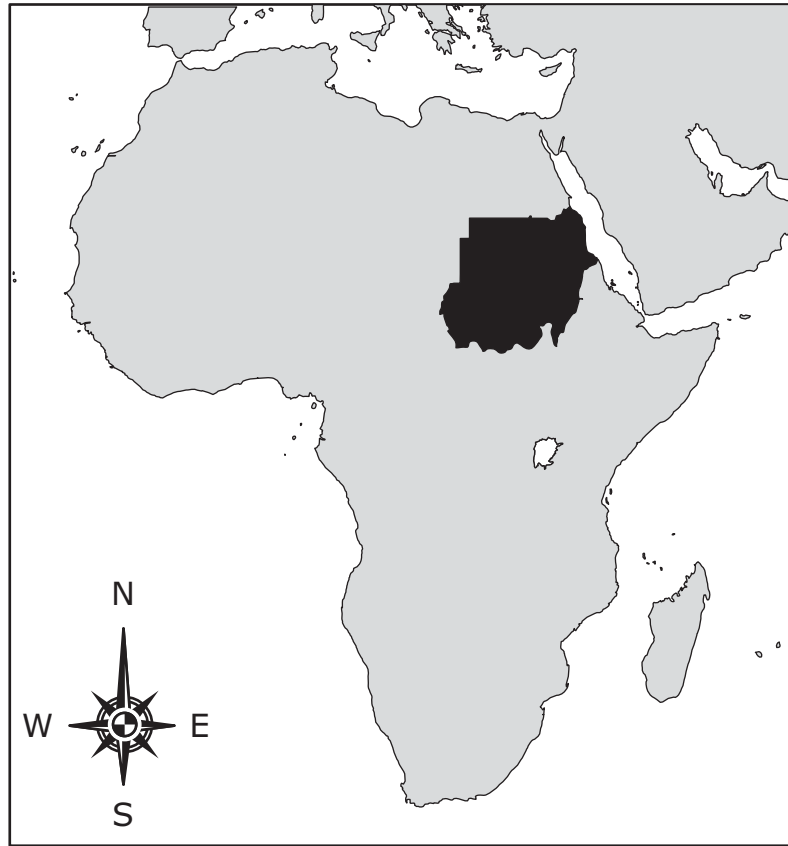
Which change has resulted from this growth?

- F a decrease in urban sprawl
- G a decrease in water pollution
- H a decrease in agricultural land
- J a decrease in population crowding



21

Sudan



Which issue in Sudan has caused conflict between farmers and herders?

- A** city growth
- B** limited resources
- C** boundary dispute
- D** mineral discoveries



22



What is the main reason for an increase in trade among countries shaded on the map in the early twenty-first century?

- F** reductions in protective tariffs
- G** expansion of democratic reforms
- H** elimination of international conflict
- J** improvements in regional transportation

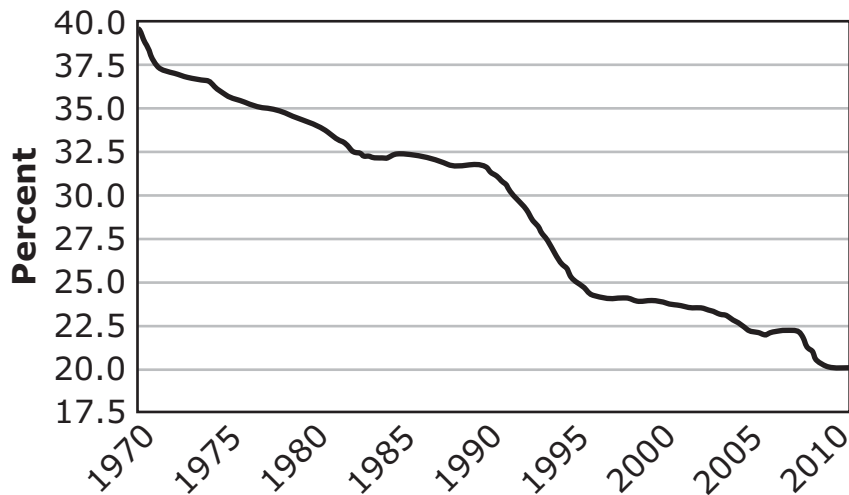


23 Which religion originated in East Asia?

- A Islam
- B Daoism
- C Hinduism
- D Buddhism

24

Percentage of German Population Employed in Manufacturing



Source: U.S. Department of Labor

What is the main cause of the trend shown on the graph?

- F Manufacturers have relocated to be closer to major shipping routes.
- G Companies have outsourced manufacturing to developing countries.
- H Demand for manufactured goods has steadily declined in developed economies.
- J Profit margins for manufactured goods have declined due to technological advances.



25

Dryland populations. . . on average lag far behind the rest of the world in human well-being and development indicators. . . . It is found that the relatively low rate of water provisioning in drylands limits access to clean drinking water and adequate sanitation. . . .

—Millenium Ecosystem Assessment,
Desertification Synthesis, 2005

Causes of Desertification

- **Overuse of semiarid land for agriculture**
- **Overcutting of trees for firewood**
- **Overgrazing of cattle and goats**

Based on the information, what conclusion can best be reached about people living in the dryland area of the Sahel?

- A** People living in the Sahel are mostly farmers who are using tractors to till the soil which contributes to wind erosion of the soil.
- B** People living in the Sahel score higher than the rest of the world in development indicators such as literacy and life expectancy.
- C** People living in the Sahel have a high number of health problems because there is little access to water for drinking and sanitation.
- D** People living in the Sahel are mostly wealthy businessmen who are cutting down the trees which help to keep the soil moist and safe from erosion.



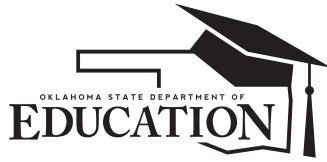
Answer Keys

Mathematics		
Number	Answer	OAS Objective
SAMPLE A	B	4.1
SAMPLE B	H	2.1a
1	A	1.1
2	F	1.2
3	A	1.3
4	F	2.1b
5	D	2.2a
6	J	2.2b
7	C	2.2c
8	H	3.1
9	D	3.2
10	H	3.3
11	A	4.2
12	J	4.3
13	B	5.1
14	H	5.2
15	B	5.3
16	G	1.1
17	A	4.1
18	G	2.1.b
19	D	2.2b
20	F	5.2
21	A	5.1
22	F	4.2
23	D	1.3
24	F	2.2a
25	D	1.3

Reading		
Number	Answer	OAS Objective
SAMPLE A	C	3.1c
SAMPLE B	G	3.2b
1	D	3.3d
2	H	3.3a
3	D	4.2a
4	F	4.3a
5	C	4.2a
6	G	3.2b
7	D	4.2d
8	G	1.1
9	B	3.1a
10	F	3.1b
11	A	3.2a
12	J	3.3d
13	B	3.4e
14	J	4.3a
15	C	5.1d
16	G	5.1e
17	B	1.3b
18	G	1.3d
19	A	3.1c
20	H	3.4a
21	C	3.2a
22	G	4.3c
23	C	4.1a
24	G	3.2a
25	C	4.2c

Answer Keys

Geography		
Number	Answer	OAS Objective
SAMPLE A	A	1.2
SAMPLE B	F	1.3
1	D	1.2
2	F	1.2
3	C	1.5
4	G	3.1
5	A	3.1
6	F	2.5
7	A	4.1
8	F	5.1
9	B	5.1
10	H	1.1
11	B	2.4
12	F	3.2
13	A	3.2
14	F	5.2
15	A	5.2.b
16	G	4.3
17	A	5.3
18	H	4.2
19	A	2.5.b
20	H	2.5
21	B	2.2.b
22	F	4.6
23	B	4.2
24	G	4.6
25	C	2.5



Oklahoma School Testing Program

Answer Sheet

Grade 7 — Multiple-Choice Practice Tests

To Measure Oklahoma Academic Standards

Your State Superintendent of Public Instruction
Oklahoma State Department of Education
2015

Name

Mathematics

SAMPLES
A A C D
B F G H J

1 A B C D
2 F G H J
3 A B C D
4 F G H J

5 A B C D
6 F G H J
7 A B C D
8 F G H J

9 A B C D
10 F G H J
11 A B C D
12 F G H J

13 A B C D
14 F G H J
15 A B C D
16 F G H J

17 A B C D
18 F G H J
19 A B C D
20 F G H J

21 A B C D
22 F G H J
23 A B C D
24 F G H J

25 A B C D

Reading

SAMPLES
A A B D
B F G H J

1 A B C D
2 F G H J
3 A B C D
4 F G H J

5 A B C D
6 F G H J
7 A B C D
8 F G H J

9 A B C D
10 F G H J
11 A B C D
12 F G H J

13 A B C D
14 F G H J
15 A B C D
16 F G H J

17 A B C D
18 F G H J
19 A B C D
20 F G H J

21 A B C D
22 F G H J
23 A B C D
24 F G H J

25 A B C D

Geography

SAMPLES
A B C D
B F G H J

1 A B C D
2 F G H J
3 A B C D
4 F G H J

5 A B C D
6 F G H J
7 A B C D
8 F G H J

9 A B C D
10 F G H J
11 A B C D
12 F G H J

13 A B C D
14 F G H J
15 A B C D
16 F G H J

17 A B C D
18 F G H J
19 A B C D
20 F G H J

21 A B C D
22 F G H J
23 A B C D
24 F G H J

25 A B C D

