

SAMPLE TEST

Reading/Literature

2011-2013



GRADE 4

Vocabulary

Read to Perform a Task

Demonstrate General
Understanding

Develop an Interpretation

Examine Content and
Structure: Informational Text

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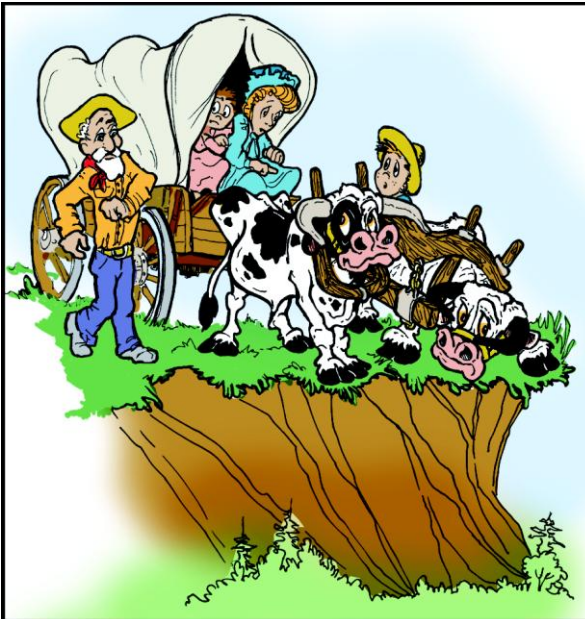
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DIRECTIONS

Read each of the passages. Then read the questions that follow and decide on the BEST answer. There are a lot of different kinds of questions, so read each question carefully before marking an answer on your answer sheet.

LAUREL HILL

In the book, *BOUND FOR OREGON*, Jean Van Leeuwen tells the story of a family traveling from Arkansas to Oregon by the Oregon Trail. Read about one of their adventures in the following selection.



THE ROAD WAS ROUGH and hard to follow. Up and down it went, over sharp rocks, through mudholes, twisting and turning around stumps and tree roots and fallen logs.

“This must be the worst road ever devised,” sighed Mother, after we had been struggling for hours and getting nowhere.

The oxen strained and pulled with all their waning strength. The wagon lurched and bounced. In the worst places we all had to get out and walk, Mother and Louvina holding Cynthia by the hand and me carrying little Elijah.

Through the paper-thin soles of my shoes I could feel every stone that I stepped on. But I didn’t think of my sore feet. I held the warm sleeping baby close to my chest, feeling proud that Mother trusted me to carry him. And I made very sure that I did not stumble.

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On the third day we came to a place called Laurel Hill. I stood next to Father, looking down, unable to believe that the road really went over this steep drop. It was almost perpendicular and about half a mile long, narrow and winding, rocky and muddy and slippery. It reminded me of a very tall, crooked chimney.

“What are we going to do?” I asked Father anxiously. He didn’t answer right away. Instead he walked around, examining the nearby trees and rocks, testing the slippery slope.

“Others have done it,” he said finally, “and so will we. Do you see the bark rubbed off the large trees here at the top? Some have chained their wagons to a tree, then let out the chain little by little. Others probably cut down small trees and tied them on the back to break their descent, or piled rocks in front of the wagon wheels.”

After thinking it over for a while, Father decided not only to use chains but to drag a small tree besides. First he unhitched all of the oxen except Buck and Ben. The other animals would be led down the hill later. He had John cut down a little tree with many branches and tie it to the back of the wagon. Then he attached a chain to the rear axle and wrapped the other end around a strong standing tree at the top of the hill. He set the wagon brake on the last notch.

Mother sat watching on a tree stump, Elijah in her arms, the rest of us nearby.

“Gee, Buck!” ordered Father. “Gee, Ben!” Very slowly they started down the hill. The locked wheels made a dismal screeching sound that echoed through the mountains.

From up above Father let out the chain a little bit at a time. John walked alongside Buck, one hand gripping his horn, holding him back. The oxen slid from side to side, pushed by the tongue of the wagon. In spite of Father and

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John's efforts I could see them beginning to pick up speed.

"Oh no!" Mother cried softly.

The heavy wagon clattering behind them shoved the oxen along. Faster and faster they went. I took in a deep breath and forgot to let it out, watching helplessly.

John was still clinging to Buck's horn, but he couldn't hold him back any longer. His hat went flying off. His feet skidded over the muddy ground. He was going to be trampled. Jump! I thought. As if he had heard me, John finally gave up and leapt out of the way.

As they neared the bottom of the hill, the oxen were going at a full gallop. It looked as if the wagon would run right over them. I waited for the crash, the sickening splintering of wood, the overturned broken wagon that would be the final disaster.

Then, miraculously, they were down. John came sliding along behind the wagon, picking up his hat and dusting off his breeches.

"Hurrah for our team!" he cheered in his loud, piercing voice.

"Thank goodness," breathed Mother, and Cynthia clapped her hands, laughing. Another obstacle had been overcome.

1

With the statement, "I took in a deep breath and forgot to let it out," the author helps the reader understand the narrator feels

- A. sad.
- B. excited.
- C. angry.
- D. nervous.

2

The story says, “The oxen strained and pulled with all their waning strength.”
The word *waning* means

- A. growing.
- B. twisting.
- C. fading.
- D. rebelling.

3

During the trip down Laurel Hill, John was

- A. on a horse next to the oxen.
- B. walking beside the oxen.
- C. riding Buck, one of the oxen.
- D. pulling the oxen from in front.

4

Which of the following events happened first in the story?

- A. Father attached a chain to the rear axle of the wagon and wrapped the other end around a strong standing tree.
- B. The oxen were going at a full gallop, and it looked like the wagon would run right over them.
- C. Very slowly, John and Father started the wagon down the hill.
- D. Father walked around, examining the nearby trees and rocks, testing the slippery slope.

5

As the narrator watched Father and John take the wagon down Laurel Hill, she felt

- A. powerful.
- B. delighted.
- C. frightened.
- D. confused.

A WILD RIDE

One of the most popular rides at fairs and amusement parks is a roller coaster. This article takes a look at these rides from an important perspective.



Are Roller Coasters Safe?

New roller coasters are getting bigger, faster, and scarier. Millions of kids and adults take these thrill rides each year. Some experts worry that the rides' sudden twists and turns are unsafe.

High-speed coasters whip riders' heads back and forth. One report blamed coasters for 13 brain injuries from 1995 to 2000. Another report says some people have nearly died from coaster-related brain injuries.

A Safety Study

Recently, two scientists set out to learn if coasters really do cause brain injuries. They studied the effects of riding three of the fastest coasters in the United States. The scientists say the coasters' twists and turns are not fast enough to cause brain injuries.

"People take more than 1 billion rides on roller coasters each year. The reports on brain injury are few and not proven," said Douglas Smith. He is one of the scientists who did the new study.

Coasters and Kids

Some experts do not think the new study proves the coasters are safe—especially for kids. They say the scientists only studied how coasters affect adults, not kids. They want a new study.

Edward Markey is a government official. Recently, he asked a group of experts to include children in their next study about roller coaster safety. Results from that study

will be reported next year. Roller coasters have to be studied to make sure that “riders of all ages” are safe, Markey said.

Roller Coaster Fun Facts

- The idea for the roller coaster began with the ice slide. It was invented in Russia more than 500 years ago.
- There are more than 1,400 roller coasters in the world today.
- The fastest roller coaster in the world is in Japan. It speeds down a track at more than 100 miles per hour.

6

The author most likely wrote this article

- A. so parents could plan which roller coasters to ride on vacation.
- B. to make people aware that there are concerns about roller coasters.
- C. so that children would not want to ride roller coasters.
- D. to show that roller coasters are perfectly safe.

7

Under what heading would you find information on when the roller coaster was invented?

- A. **Roller Coaster Fun Facts**
- B. **Coasters and Kids**
- C. **Are Roller Coasters Safe?**
- D. **A Safety Study**

8

Some people think it’s important to do another study of the effects of roller coasters because the first one studied

- A. only adults.
- B. only children.
- C. only the fastest coasters.
- D. only brain injuries.

9

The word experts in this article refers to people who

- A. enjoy riding roller coasters.
- B. design and build roller coasters.
- C. know a lot about roller coaster safety.
- D. have been injured riding roller coasters.

10

Scientists most likely studied three of the fastest coasters in the United States because

- A. they were located close to each other.
- B. speed could be a big part of causing injuries.
- C. they could have more fun during their study.
- D. these coasters were thought to be the safest.

CONTINUE ON TO THE NEXT PAGE



FOR THE BIRDS

Different kinds of birds enjoy eating certain things. Use this chart to find out what foods you might have around the house that birds will eat when it's hard to find food outside.

	Sunflower seeds	Safflower seeds	Corn, cracked	Corn, whole	Peanuts	Peanut Butter	Raisins	Apples	Oranges & grapefruit
Blue Jay	☑	☑	☑	☑	☑		☑		
Cardinal	☑	☑	☑				☑	☑	☑
Catbird							☑	☑	☑
Chickadee	☑	☑	☑		☑	☑			
Crossbill	☑	☑				☑			
Duck			☑	☑					
Finch	☑	☑	☑		☑	☑			☑
Goldfinch	☑								
Goose			☑	☑					
Grosbeak	☑	☑			☑		☑	☑	☑
Junco	☑	☑	☑						
Mockingbird							☑	☑	
Mourning Dove	☑	☑	☑	☑	☑				
Nuthatch	☑	☑			☑	☑			
Oriole									☑
Pheasant			☑						
Sparrow	☑	☑	☑		☑				
Starling			☑						
Thrush							☑	☑	
Titmouse	☑	☑	☑		☑	☑			
Warbler					☑	☑			☑
Woodpecker					☑	☑			

11

A nuthatch eats all of the following EXCEPT

- A. apples.
- B. peanuts.
- C. peanut butter.
- D. sunflower seeds.

12

Which bird likes to eat only one kind of seed?

- A. Blue jay
- B. Cardinal
- C. Goldfinch
- D. Mourning dove

13

What food would be eaten by blue jays, grosbeaks, and mockingbirds?

- A. Sunflower seeds
- B. Corn, cracked
- C. Peanuts
- D. Raisins

14

What best explains why some birds will eat cracked corn but not whole corn?

- A. Cracked corn is easier to find.
- B. Some birds need food broken into smaller pieces.
- C. Whole corn doesn't taste as good.
- D. Cracked corn looks more like the food they usually eat.

FINDING FOSSILS

Read this article to find out why fossils are so interesting – and so important – to study.

ABOUT 200 YEARS AGO, people really began to dig Earth's crust. Engineers built long canals and bridges and dug deep mines. They constructed roads and tunnels right through mountains. Scientists discovered that many of the rocks in

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the Earth's crust held the remains of animals no one had ever seen before!

In 1822 an English doctor and his wife found giant teeth in a pile of rocks. They thought the teeth were from an animal that looked like a modern iguana. The creature they found became the first recognized dinosaur, the Iguanodon.

Since then scientists have found fossils of different kinds of giant dinosaurs that lived millions of years ago. Studying the fossils helps us know the history of the continents and understand modern animals.

Fossil hunters have made mistakes, too. They found many sauropod dinosaur fossils without a skull attached. They created two different models. Each had a different type of skull created for it. They called one dinosaur the Apatosaurus and the other the Brontosaurus. Eventually a skeleton with a skull was found. It resembled the Apatosaurus model. They realized the Brontosaurus was really an Apatosaurus all along.

Dr. Lisa D. White studies fossilized microorganisms that were alive 70 million years ago. She gets microfossils by working with other scientists who bring up layers of sediment from the ocean floor. A large tube, much like a drinking straw, is forced into the crust under the ocean. The tube is then brought up to the surface with its contents. When the tube is opened, scientists can see layers of sediment in the same order in which they were deposited. By examining the layers and the microfossils, Dr. White has been able to find out about events that took place on Earth millions of years ago.



15

The word sediment in this article is talking about

- A. tunnels drilled through mountains.
- B. small pieces of stone and other matter.
- C. a written history of the continents.
- D. scientists who study the ocean floor.

16

In this article, the word deposited means

- A. discovered or found out.
- B. bought or paid for.
- C. asked or inquired about.
- D. set or placed down.

17

The article says studying fossils helps us

- A. identify different types of rocks.
- B. build models of modern animals.
- C. collect sediments from the ocean floor.
- D. know the history of the continents.

18

The purpose of this article is to explain why

- A. it is important to study fossils.
- B. fossil hunters make mistakes.
- C. engineers build bridges and dig mines.
- D. there were many kinds of dinosaurs.

19

Which sentence from the article could the author use to persuade us to keep studying dinosaur fossils?

- A. They realized that the Brontosaurus was really an Apatosaurus all along.
- B. They thought the teeth were from an animal that looked like a modern iguana.
- C. Studying fossils helps us know the history of the continents and understand modern animals.
- D. A large tube, much like a drinking straw, is forced into the crust under the ocean.

THE RESCUE

What would you do if you discovered a special pet caught outside in a bad storm? Read about what Betty, alone at home with her younger sister Mary Ann, did to rescue her horse in a dust storm.

ON THE HORIZON LOOMED a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.

“It’s another dust storm, Mary Ann,” Betty said, trying to stay calm. How many more would there be, she wondered.

For the last four years – since 1932 – Oklahoma and nearby states had endured dozens of such storms. Betty knew the routine. “Let’s get some towels from the kitchen,” she said.

The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but



Betty knew that powdery dust would cover everything – dishes in cupboards and clothes in closets – long after the storm had passed.

“I’m scared,” said Mary Ann.

“I know,” said Betty, “but we’ll be safe if we stay in the house.”

“What about Mommy and Daddy?”

Mary Ann asked.

“They’re probably on their way home from the bank. They won’t be able to drive in the storm. I expect they’ll stop at a neighbor’s home.”

The dust cloud hid the sun and brought an eerie darkness, even though it was the middle of the afternoon. The wind howled. Tiny particles of soil pelted the window glass.

No wonder they call these storms “black blizzards,” thought Betty. She stared out the window.

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“Oh no!” she said suddenly.

“What’s wrong?” asked Mary Ann.

“I thought I saw Fancifoot. See there – near the fence,” Betty said. In a momentary lull of the wind, she had glimpsed Fancifoot’s white markings.

Betty remembered other dust storms. Sometimes, even though there was no rain, there was thunder and lightning. That would frighten Fancifoot.

Fancifoot was Betty’s colt. She had seen him born. She had named him. She helped carry his hay and clean his stall. Fancifoot would stumble around trying to find shelter. What if he stumbled into the dry creek bed and broke a leg?

Suddenly Betty picked up Mary Ann and set her in the rocker.

“I’m going to get Fancifoot back into the barn,” Betty said. “You stay in this chair and don’t move.”

Mary Ann nodded solemnly. Betty jammed on her old straw hat and pulled the brim low over her forehead. She wound a scarf around it so her nose and mouth were covered. In the storeroom near the kitchen, she found her mother’s long clothesline. She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm.

The wind almost whipped the clothesline from her hand. Sandy grit pounded her face. Betty closed her eyes and groped her way to the porch railing. Bracing herself against it, she tied the free end of the clothesline firmly to one of the posts. Bending against the wind, she trudged along the house then turned left to follow the fence.

The fence ended. No Fancifoot. Betty couldn’t see more than a few yards in the swirling blackness. Then she heard him whinny, and she stumbled toward the sound.

“Fancifoot!” Betty called. Where was he? Again she heard a low whinny. She turned and stepped forward.

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Now she thought she heard him to her right. She walked backward to keep the grit from hitting her face.

Maybe the wind is playing tricks, she thought. Maybe I didn't really see or hear him. But then she smacked right into him.

"Fancifoot," she said with relief, "you're OK." She glided her hands over his ears and neck. Quickly, she looped the slack of the clothesline around his neck.

"We'll never make the barn," she said. "I've turned around so many times I can't tell where it is. You're coming home with me."

Hand over hand, Betty guided Fancifoot along the clothesline, back to the end she had fastened to the porch.

"Come on, Fancifoot. Up two steps and we'll be safe. Come on, boy," Betty coaxed as she pulled him into the house.

"All safe," Betty gasped to a surprised Mary Ann.

"We'll put him in the storeroom until the storm is over," Betty said.

The storm continued to blow as Betty prepared supper. She sliced bread and cheese and found an apple for Fancifoot. Then she lugged Daddy's chair over to the storeroom.

"Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time," Betty said. Soon Mary Ann was asleep.

Betty noticed that the wind was not as strong as it had been. Then she, too, fell asleep.

20

"The wind almost whipped the clothesline from her hand." When used this way, the word *whipped* means

- A. wrapped around.
- B. pulled with force.
- C. defeated thoroughly.
- D. hit repeatedly.

21

The closest meaning to the word trudged as it is used in this story would be

- A. skipped lightly.
- B. walked quickly.
- C. ran directly.
- D. walked with difficulty.

22

Betty attached the clothesline to the porch post so that

- A. she would have something to tie Fancifoot to when she found him.
- B. she would be able to find her way back to the house.
- C. the wind wouldn't be able to blow her off her feet.
- D. Mary Ann could follow it if Betty herself got lost.

23

Why did Betty and Mary Ann place towels on each window sill before the storm hit?

- A. They wanted to keep as much dust as possible from coming in the house.
- B. The towels were damp, and it was a good way to dry them.
- C. They were planning to use the towels to clean up when the storm passed.
- D. The towels would prevent the windows from breaking during the storm.

24

Why is Betty concerned that Fancifoot is out in the storm?

- A. Fancifoot might stumble and break a leg.
- B. The wind might blow something into Fancifoot.
- C. Fancifoot is easily frightened by rain.
- D. Fancifoot might become blinded by the blowing dust.

**Grade 4 Reading/Literature
SAMPLE TEST KEY 2011-2013**

Item	Key	Score Reporting Category
1	D	Develop an Interpretation
2	C	Vocabulary
3	B	Demonstrate General Understanding
4	D	Demonstrate General Understanding
5	C	Develop an Interpretation
6	B	Examine Content/Structure Informational Text
7	A	Reading to Perform a Task
8	A	Demonstrate General Understanding
9	C	Vocabulary
10	B	Develop an Interpretation
11	A	Reading to Perform a Task
12	C	Reading to Perform a Task
13	D	Reading to Perform a Task
14	B	Develop an Interpretation
15	B	Vocabulary
16	D	Vocabulary
17	D	Demonstrate General Understanding
18	A	Examine Content/Structure Informational Text
19	C	Examine Content/Structure Informational Text
20	B	Vocabulary
21	D	Vocabulary
22	B	Develop an Interpretation
23	A	Demonstrate General Understanding
24	A	Demonstrate General Understanding

CONVERTING TO A RIT SCORE			
Number correct	RIT Score	Number Correct	RIT Score
1	179.3	13	214.8
2	186.9	14	216.7**
3	191.6	15	218.7
4	195.2	16	220.7
5	198.2	17	222.9
6	200.7	18	225.2
7	203.1	19	227.8**
8	205.2	20	230.8
9	207.2	21	234.4
10	209.2	22	239.2
11	211.1	23	246.9
12	213.0	24	254.2
*Likely to meet Grade 4 standards		**Likely to exceed Grade 4 standards	

Oregon Reading/Literature Sample Test

Use number 2 pencil.
Do NOT use ink or ball point pen.
Make heavy dark marks that completely fill the circle.
Erase completely any marks you wish to change.

Name of Student

Name of Teacher

Name of School

- | | | | |
|----|-----------------|----|-----------------|
| 1 | (A) (B) (C) (D) | 13 | (A) (B) (C) (D) |
| 2 | (A) (B) (C) (D) | 14 | (A) (B) (C) (D) |
| 3 | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) |
| 4 | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) |
| 5 | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) |
| 6 | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) |
| 7 | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) |
| 8 | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) |
| 9 | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) |