

LEVELS 7-8

FORM E



Practice Tests

DIRECTIONS

PRACTICE TESTS DIRECTIONS

FORM E

LEVELS 7-8



Developed at The University of Iowa by

Iowa Testing Programs

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HOUGHTON MIFFLIN HARCOURT

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Overview of the Practice Tests

Students in the lower elementary grades may be unfamiliar with standardized testing situations. The Practice Tests for the Iowa Assessments™ have been designed to introduce students to the kinds of test directions and questions they will encounter when they take the tests. This Practice Tests Directions booklet provides instructions for administering the Practice Tests, the correct responses for each question, and suggested language for discussing the correct responses with students.

The Practice Tests may be used with all batteries of Form E of the Iowa Assessments, Levels 7 and 8. They provide practice for the following tests.

- Vocabulary
- Word Analysis
- Reading
- Listening
- Language
- Mathematics
- Computation
- Social Studies
- Science

The Practice Tests may be divided into multiple testing sessions, with each session given just prior to the administration of the corresponding regular test. If desired, however, the Practice Tests may be given in a single orientation session immediately preceding the first session of regular testing. After each practice test, the teacher and students should identify the correct responses and discuss why these responses are correct.

Getting Ready for the Practice Tests

- Each student will need two No. 2 pencils.

- If necessary, you may provide scratch paper to students to use with the tests.

- Enter students' names on the Practice Tests booklets ahead of time, or instruct students to print their names on the booklets themselves.

- Discuss with students the purpose for taking the Practice Tests.

As you give the tests, read aloud word for word the directions that are printed in **blue type**, preceded by the word "SAY." The material printed in bold type is information for you and should not be read aloud.

The directions for the test questions should be read distinctly and at a constant rate.

Page locator art is used at the top of the first page of each test in the regular Iowa Assessments. Use the page locator art reproduced in these directions to verify that students are on the correct page.

While administering the Practice Tests, circulate among the students and help those who do not understand the directions or who have difficulty in marking the answers properly.

Vocabulary

As soon as the students are settled and ready to begin, say:

SAY

Today we have new booklets to work in. I will pass them out now. Do not begin to write in them until I tell you what to do.

Distribute the test booklets. Make sure each student has the booklet with his or her name on it. Allow students a moment or two to look at the pictures in their test booklets. Make sure that each student has a No. 2 pencil. Then say:



Page 1

SAY

Open your booklet to page 1, the page with the butterflies across the top.

Demonstrate. Open a copy of the test booklet to page 1. When everyone has found the correct place, say:

SAY

Each sentence on this page has a word missing. Under each sentence are four words. You should decide which word belongs in the sentence and fill in the circle in front of that word.

Here is how you should fill in the circle.

Draw a circle on the board and fill it in to show students how it should be done. Tell the students to make a heavy black mark that fills most of the circle. They should stay within the circle but should not take time to make neat marks that fill in the entire circle. A good black mark is all that is necessary. If they need to erase an answer, they should do so as completely as possible. Tell students they should make sure only one circle is filled in for each box or row. Then say:

SAY

Look at the first sentence. We will do it together. Read the sentence to yourself and then read the words under the sentence. Notice that the circle next to the third word has been filled in. Someone that you know well and like is a friend.

SAY

Do the rest of the questions on this page in the same way. When you have completed question 4, we will discuss your answers.

When the students have finished question 4, discuss each question with them. Ask students which response they chose and why, and then tell the correct answer for each question. Answers are the following:

Question 2: nook (second circle)

Question 3: combine (third circle)

Question 4: abundant (second circle)

Then say:

SAY

Now turn to page 2. Look at the picture in box 5 at the top of the page. We will do this together. Which word tells about the picture? (Pause.) Yes, the second word is bow. We will fill in the second circle to show that the word bow tells about the picture.

Do the other pictures and words on this page in the same way. When you have chosen all the best answers, put your pencils down and we will discuss the answers you have chosen.

Pause while the students fill in the circles in boxes 6–8. Then say:

What does the picture show in box 6? (Pause.) Yes, that's right. It shows two envelopes. You should have filled in the first circle.

Make sure all the students have filled in the correct circle. Then say:

Let's look at box 7. What does it show? (Pause.) Yes, it shows fruit. You should have filled in the last circle.

Make sure all students have filled in the correct circle. Then say:

What does the picture in box 8 show? (Pause.) Yes, it shows an action. Someone is pouring syrup on pancakes. Which word tells the action being done? Yes, it is pour. You should have filled in the third circle.

The stop sign at the bottom of the page means you should put your pencil down and wait when you are finished. Do this whenever you see a stop sign. Do not go on to the next page.

Word Analysis

As soon as students are ready to begin, say:



Page 3

SAY

Now turn to page 3, the page with the pears across the top.

Demonstrate. When everyone has found the correct place, say:

SAY

This is a test about letters and their sounds. I will say a word, and then tell you how to change that word to a new word. You should fill in the circle under the picture of the new word.

1. Look at row 1. There are three pictures. The word is brain. Take away the b-r and put t-r in their place. Fill in the circle under the picture of the new word.

Students should fill in the second circle. Discuss with them why train is the new word. Then say:

2. In row 2 there are three pictures. Fill in the circle under the picture whose name has the same beginning sound as leash . . . leash.

Students should fill in the third circle. Have them discuss why leaf is the correct choice.

3. In row 3 there are three pictures. Fill in the circle under the picture whose name has the same vowel sound as deep . . . deep.

Students should fill in the second circle. Have students say the name of each picture and tell the vowel sound they hear. Discuss why seal is the correct choice.

4. Look at the picture in the fourth row at the bottom of the page. A letter is missing from the word that spells the name of this picture. Fill in the circle of the letter that should go on the blank space in the word.

Remind students to only fill in the circle. They should not write a letter on the blank space. Students should fill in the second circle. Discuss why this is the correct choice. Then say:

SAY

Now let's turn to page 4. We will do more work with letters and their sounds.

5. Look at the words in row 5. Fill in the circle under the word that rhymes with flicker . . . flicker .

Students should fill in the first circle. Discuss why this is the correct answer. Then say:

6. Look at the words in row 6. Fill in the circle under the word that has a letter that is not sounded.

Students should fill in the third circle. Have them note the silent e. Then say:

7. Now let's look at the next row. Fill in the circle under the word that has the same vowel sound as mud . . . mud .

Students should fill in the second circle and note that rug and mud both have a short u vowel sound. Then say:

For the next two questions, you will read the word in the box and decide which ending can be added to that word to make a new word. Do rows 8 and 9 by yourselves, and we will discuss the answers when you are done.

After all the students have answered question 9, give the correct answers and discuss why these responses are correct. The following are the correct answers:

Question 8: ing (first circle)

Question 9: ness (second circle)

Reading

As soon as the students are ready to begin, say:



Page 5

SAY

Now look at page 5, the page with the grapes across the top.

Demonstrate. When everyone has found the correct place, say:

SAY

This is a reading test. On this page and the next two pages you will show what you know about reading. You must read the sentences and words by yourselves. On this page is a picture with some sentences below it that are about the picture. Look at the picture, and then read each sentence. You will notice that a word is missing from the sentence. Under each sentence are four word choices. Fill in the circle in front of the word that best completes the sentence. Let's do the first one together.

Look at the picture. Read the first sentence. (Pause.) Which word best fits the sentence? Fill in the circle in front of the word that best fits the sentence.

Pause while the students fill in the circle. Then say:

The children want to (blank) lemonade. The answer choices are save, see, sell, spend. Which word best completes the sentence? Based on the picture, sell is the best word to complete the sentence. The children want to sell lemonade. You should have filled in the third circle. Do the other three sentences in the same way. We will discuss your answers when you are finished.

When all the students have answered questions 2–4, give the correct answers and discuss why the responses are correct. The following are the correct answers:

Sentence 2: buy (fourth circle)

Sentence 3: pitcher (first circle)

Sentence 4: spilling (third circle)

Then say:

SAY

Now turn to page 6.

Pause. Check to be sure that everyone is on the correct page before continuing. Then say:

SAY

Read each sentence and the four answer choices below it. Choose the word that best completes each sentence. We will discuss your answers when everyone has finished.

Students should have filled in the following circles:

Sentence 5: barks (third circle)

Sentence 6: wrote (first circle)

Sentence 7: shine (first circle)

Sentence 8: steep (first circle)

Then say:

SAY

Now look at the picture on page 7, and then read the story at the top of the page. Then read the questions below the story. There are three answers to each question, but only one of these answers is correct. Choose the answer you think is best and then fill in the circle next to that answer. We will discuss your answers when you have completed the page. You may begin now.

When the students have finished question 13, discuss the answer choices.

Answers for questions 9–13:

Sentence 9: Brown (second circle)

Sentence 10: fast (third circle)

Sentence 11: Sleepy (first circle)

Sentence 12: running (second circle)

Sentence 13: “The New Puppy” (third circle)

Listening

As soon as the students are ready to begin, say:



Page 8

SAY

Turn to page 8, the page with the hammers across the top. This is a test about understanding what you hear. First I will read a little story. I will read it only once, so you must listen closely. Then you will fill in the circle under the picture that goes with the story. We will discuss your answers after we have finished the page.

1. Look at the pictures in row 1. Jane learned how to knit presents for everyone in her family. She made her mother mittens, her father a pair of socks, and her brother a hat. Fill in the circle under the picture of what Jane knitted for her mother.
2. Look at the three pictures in row 2. Jack spent the day at the beach with his family. Jack tossed the beach ball back and forth with his sister. He built sandcastles with his father and gathered seashells with his mother. Fill in the circle under the picture that shows something Jack did with his father.
3. Look at the pictures in row 3. Ann likes to sleep late on Saturday, but something loud woke her up early. She thought it was her mother hammering nails outside her window. When Ann complained, her mother laughed and said, “I didn’t wake you. An animal outside is making a hammering sound.” Fill in the circle under the picture that shows what woke up Ann.
4. Look at the pictures in row 4. Sanjay has three pairs of shoes to wear for special activities. He has some nice black shoes that he wears for special occasions. He has a pair of soccer cleats to help his feet dig into the ground at practice and in games. He has a pair of boots that he wears when it is raining or snowing. Today is the big game for Sanjay’s soccer team. Fill in the circle under the picture that shows what shoes Sanjay will wear today.

After all the students have answered question 4, give the answers to questions 1–4 and discuss why these responses are correct.

The following are the correct answers:

Question 1: mittens (second circle)

Question 2: sandcastle (second circle)

Question 3: woodpecker (first circle)

Question 4: soccer shoes (first circle)

Language

As soon as the students are ready to begin, say:



Page 9

SAY

Open your booklets to page 9, the page with the cars across the top.

Demonstrate. When everyone has found the correct place, say:

SAY

This is a test about some ways people use language. The words in the first column are part of a spelling test. I will say three words and use them in a sentence. The three words are printed in a row in your test booklet. You are to fill in the circle under the word that is misspelled.

In this test, say the number for each item.

Number 1: chicks, white, yellow. The chicks are white and yellow.

Number 2: eggs, carton, missing. One of the eggs in the carton was missing.

Number 3: sister, hike, miles. His sister will hike five miles each day.

Number 4: dare, rare, chair. Do we dare sit in that rare wooden chair?

When all the students have answered question 4, give the students the correct answers for questions 1–4, and discuss why these responses are correct. The following are the correct responses:

Number 1: yellow (third circle)

Number 2: carton (second circle)

Number 3: hike (second circle)

Number 4: dare (first circle)

When the discussion about the answer to question 4 is finished, say:

SAY

Look at the second column. Each story in this part of the test has one mistake in it. While I read each story, you are to look for the mistake. We will do the first one together.

Read each item number. Then read the little story slowly and distinctly. Do not repeat a word or phrase unless you inadvertently read it incorrectly. Pause between stories to allow students time to fill in their responses. Then say:

SAY

Number 5: Look at the little story in box 5. This story needs a capital letter. You are to fill in the circle in front of the line that needs a capital letter. Read the story silently while I read it aloud.

The moving truck
will pick up furniture
for Mr. Anderson.

Fill in the circle in front of the line that contains a word that needs a capital letter.

Pause while the students fill in the circle. Then say:

The last line contains the mistake. The name Anderson needs a capital A because it is the last name of someone. You should have filled in the circle next to the last line.

Make sure all students have filled in the correct circle. Then say:

Now we will do more like this. Read the little story silently while I read it aloud. Then fill in the circle in front of the line with a word that needs a capital letter. We will discuss each story after you have finished marking your answers.

Number 6: What country are Nina's great-grandparents from? I think they are from Mexico.

Number 7: Mia and Garrett live in Florida. They like to play in the ocean there.

When all the students have completed question 7, say:

SAY

Turn to page 10. In questions 8, 9, and 10, you are to look for mistakes in the use of punctuation marks such as periods, question marks, and exclamation points.

Number 8: Jaron's learning to play chess at camp this week. He wants to win the tournament.

Number 9: Abbie went to Japan on August 10, 2008. She will be there for one year.

Number 10: How long will it take to get to Aunt Rose's house in Seattle, Washington?

When all the students have completed question 10, say:

SAY

In questions 11, 12, and 13 in the second column, you are to look for mistakes in the use of words.

Number 11: In Little Rock we rides on a street car that was bright red and yellow with a shiny bell.

Number 12: I and Tara rode with Dad to his office last night. He left some papers there by mistake.

Number 13: When Toya won the race, her got a medal and her name was printed in the newspaper.

When all the students have answered number 13, give the correct answers for questions 5–13 and discuss why these responses are correct.

Number 5: Line 3 (anderson should be capitalized)

Number 6: Line 3 (mexico should be capitalized)

Number 7: Line 2 (florida should be capitalized)

Number 8: Line 1 (Jaron's needs an apostrophe)

Number 9: Line 2 (there should be a comma between 10 and 2008)

Number 10: Line 3 (there should be a comma between Seattle and Washington)

Number 11: Line 1 (the line should be In Little Rock we rode on a)

Number 12: Line 1 (the first line should be Tara and I rode with Dad)

Number 13: Line 2 (the second line should be she got a medal and her name)

As soon as the students are ready to begin, say:



Page 11

SAY

Open your booklets to page 11, the page with the beach balls across the top.

Display page 11. When everyone has found the correct place, say:

This is a math test. After I read each question, you should fill in the circle under the picture or number that you think best answers the question. We will do the first one together.

1. Look at the numbers in box 1 in the first column. Joanna used a small paperclip to measure the length of a book. The book was 12 paperclips long. She measured the book again using longer paperclips. Which number is the best guess for how many paperclips long the book was when measured by the longer paperclip? Fill in the circle under the number that is the best estimate.

Pause while the students fill in the circle. Then say:

You should have filled in the first circle. Ten is the best guess of how long the book would be. Now we will do some more like this. Listen carefully to what I say. Then fill in the circle under the picture or number you think is the best answer. We will discuss your answers when you have finished.

Read each test questions at a uniform rate. Do not read the question numbers aloud. Read each question in this section only once.

2. Look at the shapes in box 2. Fill in the circle under the shape that is different from the others.
3. Look at the numbers in box 3. You should be at the bottom of the first column. They create a pattern. What number should be in the box? Fill in the circle under the number that should be in the box to complete the pattern.

SAY

4. Look at the pairs of shapes in box 4 at the top of the second column. Which of these pairs of shapes can fit together to form a square? Fill in the circle under the two shapes that can fit together to form a square.
5. Look at the clocks in box 5. Fill in the circle under the picture of two clocks that show the same time.
6. Look at the pictures in box 6. You should be at the bottom of the second column. Which number sentence tells how many dogs the children are walking? Fill in the circle next to the number sentence that tells how many dogs the children are walking.

Turn to page 12.

Allow students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

7. Look at the pictures in box 7 at the top of the first column. The coach asked the members of the team to line up by the numbers on their shirts. If the children lined up from lowest to highest based on their team shirts, which of these children should be first in line? Fill in the circle under the picture of the child who should be first in line.
8. Look at the four-digit number in box 8. Which numeral is in the hundreds place? Fill in the circle under the numeral that is in the hundreds place.

Discuss the correct answers and the students' responses. The following are the correct answers:

Question 2: pentagon shape (third circle)

Question 3: 11 (second circle)

Question 4: two right triangles (third circle)

Question 5: 3:30 (third circle)

Question 6: $4 + 3 + 2$ (third circle)

Question 7: 27 (fourth circle)

Question 8: 7 (first circle)

When all the students have completed discussion of question 8, pass out scratch paper and say:

SAY

Now I will read some problems. You are to work each problem. When you have decided on an answer, look at the four possible answers printed in your booklet. If your answer is there, fill in the circle under it. If your answer is not there, fill in the circle under N, which stands for not given.

I will read each problem twice. As I read it the first time, think about what it asks you to do. When I read it the second time, try to solve the problem. You may use your scratch paper to help you find the right answer.

9. Look at box 9 at the bottom of the first column. There were 7 geese swimming in the pond. Five geese got tired of swimming and flew away. How many geese are left in the pond? Again . . .

Repeat the problem. Then say:

Fill in the circle under your answer. (Pause.) The answer is 2. 7 minus 5 is 2. You should have filled in the second circle.

10. Look at box 10 at the top of the second column. Zeke had 12 stuffed animals in his room. He gave some of these stuffed animals to his friend Gracie. Now he has 6 stuffed animals in his room. How many stuffed animals did Zeke give to Gracie? Again . . .

Repeat the problem. Then say:

Fill in the circle under your answer. (Pause.) The answer is 6. 12 minus 6 is 6. You should have filled in the second circle.

11. Look at box 11. Benjamin had 4 yellow blocks and 5 red blocks. How many blocks does he have altogether? Again . . .

Repeat the problem. Then say:

Fill in the circle under your answer. (Pause.) The answer is 9. 4 plus 5 is 9. You should have filled in the first circle.

SAY

12. Look at box 12 at the bottom of the second column. There were 7 birds in a tree. More birds came and sat in the same tree. Now there are 10 birds in the tree. How many more birds came and sat in the tree? Again . . .

Repeat the problem. Then say:

Fill in the circle under your answer. (Pause.) The answer is 3. 10 minus 7 is 3. You should have filled in the third circle.

Discuss how students came up with their answers before moving on to page 13. After the discussion about the answers to questions 9–12, say:

Page 13

SAY

Now look at page 13.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. As soon as the students are ready to begin, say:

SAY

The graph at the top of the page tells something about the books on Sandy's bookshelf.

Allow the students approximately 20 seconds to study the graph. Then say:

Read each question silently while I read it aloud. Then decide which answer is best and fill in the circle for that answer, just as you did before. When you have marked your answer, look up at me.

Read the number for each question aloud. Then read the question and pause while the students look at the graph, read the responses, and mark their answers. Read each question only once.

SAY

Number 13: Sandy has the least amount of books about what type of animal?

Number 14: How many dogs and elephant books are there altogether?

Number 15: From looking at the types of books on the shelf, what do you know about Sandy?

When all the students have answered questions 13, 14, and 15, discuss the correct answers. The following are the correct answer choices:

Question 13: elephants (third circle)

Question 14: 10 (second circle)

Question 15: Sandy likes reading about animals. (second circle)

Computation

As soon as students are ready to begin, say:



Page 14

SAY

Turn to page 14, the page with the squirrels across the top.

Demonstrate. Pass out a clean sheet of scratch paper. When everyone has found the correct place, say:

SAY

This is a math test. I will read each question. You can use your scratch paper to decide on the answer. Then look at the four possible answers printed in your booklet. If your answer is there, fill in the circle under it. If your answer is not there, fill in the circle under N, which stands for not given.

1. What is 22 minus 6? 22 minus 6 equals what number? Mark your answer in box 1.

Pause while students fill in the circle. Then say:

22 minus 6 is 16. Sixteen is not given. You should have filled in the last circle under the N.

2. What is 7 plus 13? 7 plus 13 equals what number? Mark your answer in box 2.

Pause while students fill in the circle. Then say:

7 plus 13 is 20. You should have filled in the first circle under 20.

3. We will do number 3 together. Look at the subtraction problem in box 3. It says: What is 19 minus 5? 19 minus 5 equals what number? Fill in the circle under your answer.

Pause while students fill in the circle. Then say:

19 minus 5 is 14. You should have filled in the circle under the 14.

Make sure all the students have filled in the correct circle. Then say:

SAY

You will do the remaining problems on your own. Work as quickly and carefully as you can. Work to the stop sign at the bottom of the page. Then we will discuss your answers.

After students have answered question 8, give the answers to questions 4–8 and discuss why these responses are correct. The following are the correct choices:

Question 4: answer not given (fourth circle)

Question 5: 84 (second circle)

Question 6: 25 (third circle)

Question 7: 18 (second circle)

Question 8: 24 (first circle)

Social Studies

As soon as the students are ready to begin, say:



Page 15

SAY

Open your booklets to page 15, the page with the umbrellas across the top.

Demonstrate. When everyone has found the correct place, say:

SAY

This is a test to help find out what you have learned about social studies. After I read a question, you should fill in the circle under the picture that you think best answers the question. We will discuss your answers at the end of the test.

1. Look at the three pictures in row 1 at the top of the page. Fill in the circle under the picture that shows one way people traveled 150 years ago.

Pause while the students fill in the circle.

2. Look at the pictures in row 2. Fill in the circle under the picture of a forest.

Pause while students fill in the circle.

3. Look at the pictures in row 3. Fill in the circle under the picture that shows something that a person needs.

Pause while students fill in the circle.

When students have answered questions 1–3, give the correct answers and discuss why these responses are correct. The following are the correct answer choices:

Question 1: Conestoga wagon (first circle)

Question 2: forest of trees (second circle)

Question 3: food (third circle)

As soon as the students are ready to begin, say:



Page 16

SAY

Turn to page 16, the page with the chairs across the top.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

SAY

This is a test to help find out what you know about science. After I read a question, you should fill in the circle under the picture that you think best answers the question. We will discuss your answers at the end of the test.

1. Look at the pictures in row 1. Which picture shows an animal that eats mostly meat? Fill in the circle under the picture of an animal that eats mostly meat.

Pause while students fill in the circle.

2. Look at the pictures in row 2. Which one is the source of most of our light on Earth? Fill in the circle under the picture that is the source of most of Earth's light.

Pause while students fill in the circle.

3. Look at the pictures in row 3. Fill in the circle under the picture which shows an animal using camouflage to hide from a predator.

Pause while students fill in the circle.

4. Look at the pictures in row 4. Fill in the circle under the picture that shows water in its solid state.

Pause while students fill in the circle.

After students have answered questions 1–4, give the correct answers and then discuss why these responses are correct. The following are the correct choices:

Question 1: tiger (third circle)

Question 2: sun (first circle)

Question 3: caterpillar (first circle)

Question 4: ice cube (second circle)

After discussion of the answer choices, say:

SAY

This is the end of the test. Close your test booklets.

Collect the test booklets.



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