

Student Name:

School Name:

Teacher/Class:

Montana
Comprehensive Assessment
System (MontCAS CRT)

GRADE 7
COMMON RELEASED ITEMS
SPRING 2009



OPI

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General Directions

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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Reading Session 1

No items released from this session in 2008/2009.



Reading Session 2

This test session includes a reading selection and multiple-choice questions. After you read the selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Read this poem and then answer the questions that follow.

River Moons

The double moon,
 one on the high backdrop of the west,
 one on the curve of the river face,
The sky moon of fire
5 and the river moon of water,
 I am taking these home in a basket
 hung on an elbow,
 such a teeny-weeny elbow,
 in my head.
10 I saw them last night,
 a cradle moon, two horns of a moon,
 such an early hopeful moon,
 such a child's moon
 for all young hearts
15 to make a picture of.
The river—I remember this like a picture—
 the river was the upper twist
 of a written question mark.
I know now it takes
20 many many years to write a river,
 a twist of water asking a question.
And white stars moved when the moon moved,
 and one red star kept burning,
 and the Big Dipper was almost overhead.

—*Carl Sandburg*



Mark your answers in the section marked "Reading—Session 2" in your Student Response Booklet.

28. In line 2, what is the "high backdrop"?
- A. a fire
 - B. the moon
 - C. a river
 - D. the sky
29. In line 3, the "face" of the river is the river's
- A. color.
 - B. movement.
 - C. path.
 - D. surface.
30. In lines 6 through 9, what is the speaker doing?
- A. creating a memory
 - B. listening to sounds
 - C. taking a picture
 - D. talking to someone
31. In line 13, the poet uses the phrase "child's moon" **most likely** to suggest
- A. confusion.
 - B. humor.
 - C. impatience.
 - D. innocence.
32. In line 16, what does the phrase "I remember this like a picture" **mainly** suggest about the speaker?
- A. The speaker wants to return to that time and place.
 - B. The speaker seldom thinks about important life events.
 - C. The speaker believes what he sees is imaginary.
 - D. The speaker sees the image clearly in his mind.
33. The speaker **most likely** feels that the sight of the moon is
- A. amusing.
 - B. frightening.
 - C. inspiring.
 - D. puzzling.
34. The imagery in the poem is used **mostly** to describe
- A. a character.
 - B. a conflict.
 - C. the setting.
 - D. the speaker.



Reading Session 3

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

This story is a fable about a man who lived long ago. Read the story and then answer the questions that follow.

Feeding His Clothes

Heather Forest

The sultan held a sumptuous feast at the palace. Mulla Nasrudin watched as finely dressed guests arrived at the palace gate. He fingered his tattered rags and compared them with the elegant silks and satins on the people who entered the festivities. His stomach growled with hunger. He thought about the fine food served at the banquet.

Led by his stomach, he walked up to the gate and presented himself to the guards. Since, by custom, hospitality demanded that he not be turned away, the guards allowed him into the feast. The guards, however, ushered him discreetly to a seat at the very end of the banquet table.

Delicious food arrived on great trays carried by well-groomed servants. By the time the trays arrived at the end of the table where Mulla sat, they were empty.

Mulla sadly left his unused plate and wandered out the palace gate. He went to the home of a rich friend and explained what had just happened. Mulla asked, “May I borrow a fine suit of clothes?” The friend gave Mulla rich clothes and an expensive turban to top his elegant attire.

Mulla returned to the palace and presented himself at the gate. When the guards saw him so well dressed, they did not recognize him. Thinking he was a visiting prince, the guards bowed low before him. Respectfully, the guards escorted him inside and seated him at the head of the table.

6 More trays of food arrived, and servants piled delicacies on Mulla’s plate. Before long, everyone was staring at Mulla. He had rubbed curry into his sleeve. He had poured wine on his turban. He had smashed roasted eggplant all over his cloak. Finally, the guest seated next to him was moved to awkwardly inquire, “Pray tell, but why have you rubbed messy food into your fine attire?”

“A thousand pardons,” said Mulla, “if my clothes now look the worst. But it was these clothes that brought me all this food. It is only fair that they be fed first.”



Mark your answers in the section marked "Reading—Session 3" in your Student Response Booklet.

55. In the story, a sultan is **most likely** a
- A. guard.
 - B. guest.
 - C. king.
 - D. servant.
56. In the first paragraph, why is Mulla Nasrudin reluctant to enter the palace?
- A. He is unfamiliar with the customs of the banquet.
 - B. He fears he has arrived too late for the feast.
 - C. He does not know any of the guests at the banquet.
 - D. He thinks his clothes are not fine enough to wear to a feast.
57. What is the **most likely** reason Mulla is seated at the end of the table?
- A. The customs are unfamiliar to him.
 - B. The sultan sits at the head of the table.
 - C. The banquet has already started.
 - D. The guards disapprove of his clothes.
58. In paragraph 6, the word delicacies is used to suggest
- A. how hungry Mulla felt.
 - B. how the food smelled.
 - C. the treatment Mulla received.
 - D. the special quality of the food.
59. Why does Mulla rub food on his clothes?
- A. He feels the sultan is ignoring him.
 - B. He thinks he is being fed because of his clothes.
 - C. He wants to show that his plate needs to be refilled.
 - D. He is grateful to his friend for lending him the clothes.
60. According to the story, which statement describes a cultural custom?
- A. Sultans sometimes eat last at a feast.
 - B. Clothes are often borrowed from friends.
 - C. Strangers usually sit at the end of a table.
 - D. People are always allowed into a feast.
61. What is the **main** purpose of the story?
- A. to make a point about human behavior
 - B. to persuade the reader to learn more about a tradition
 - C. to provide historical information
 - D. to instruct the reader on how to prepare for a banquet



Read this passage about the Inuit people of the Arctic and the structures they make from stones called “inuksuit.” Then answer the questions that follow.

Inuksuit

Norman Hallendy

I have two names. The name my mother and father gave me is Norman and the name the people in Cape Dorset gave me is Apirsuqti (pronounced a-peer-sook-ti), which means “the inquisitive one.” They gave me that name because I was always asking questions so that I could learn things from them about nature, animals, and people, and how they lived in the Arctic.

The ancestors of my northern friends have lived in the Arctic for over 4,000 years. Their descendants today call themselves Inuit, which means “human beings.” In the past, they lived completely with nature. Everything they had came from the sea or the land. They made all they needed to stay alive from stone, and the bone, skin, and ivory they got from the animals they hunted. Nothing was wasted; everything was valuable in some way.

To survive, the Inuit had to hunt all the time: in summer and in winter, in good and bad weather. They had to hunt in many places at different times of the year because the animals they needed arrived there at various times. It was necessary to travel long distances in order to get enough food, especially in early times before the Inuit had rifles.

4 One of the most important things the Inuit made were called *inuksuit*. The singular is *inuksuk*. This word means “thing that can act in the place of a human being.” We are familiar with things that work in similar ways. For example, a scarecrow acts like a human being when it frightens away birds. A traffic light tells you when to stop or go in place of a police officer. A statue tells you that a person is being remembered. An arrow nailed to a tree tells you which direction to go. Inuksuit are like these, but far more important, because they have helped save lives in the harsh Arctic environment. They could be used to help in many

different ways, but the five most important were: to show the way when travellers were a long way from home; to warn of very dangerous places; to show where food was stored (especially when covered with snow); to show where a significant thing happened and therefore where people should act respectful; and, most important, to act as helpers for hunting caribou.

The caribou was the most important land animal for the Inuit. In the old days when Inuit hunted with only bow and arrows, they built inuksuit of stones and placed them upon the land in such a way as to frighten the caribou and guide them straight toward the waiting hunters. In this way, the inuksuit became part of the hunting party. They did the work of humans even though they were made of stone.

6 Stones come in many different shapes. Inuksuit use three basic shapes. There are round stones called boulders. About all you can do with these is pile them up. There are thin, flat stones, which you can stack like books into a few different shapes. And then there are chunks of broken rock. You can stack the broken rock or balance other pieces on top. You can make them into many more shapes than you can with boulders or flat rocks. Most of the inuksuit in the Arctic are made from broken rock because there is something special about using it—it is the easiest to balance.

The stones to make an inuksuk were carefully chosen so that they could stand or lie upon one another without falling, no matter how fierce a storm. There are inuksuit that have been standing in the Arctic for hundreds of years, probably even longer. You can tell if an inuksuk is very old if you see it covered in lichens. Lichens grow in most places in the world, and in most places in the Arctic. Because they take such a long time

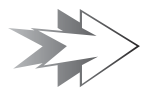


to grow, it means that the thing they are growing upon is also very old. I have seen many inuksuit so covered in lichens that they look as if they are wearing coats.

These ancient inuksuit tell us that the Inuit were in Arctic North America long before the arrival of people from other lands, except the native peoples who lived much farther to the south. Such old inuksuit are treated with great respect because they remind the Inuit of their ancestors. Even now, they can show the way to good hunting places, they can guide you when you are in a strange place, they can warn you of danger just

ahead, and they can fill your heart with joy when you stand beside them at a very beautiful place. In this way, an inuksuk is a gift from the past that keeps giving to anyone who comes its way.

When you look at an old inuksuk you are seeing more than just a stack of stones. You are seeing the thoughts of another person left upon the land, as you see the thoughts of another person in the words you read in a book. Because the Inuit had no written language until quite recently, storytelling and such things as inuksuit were the ways that information was passed on from one generation to another.



Mark your answers in the section marked "Reading—Session 3" in your Student Response Booklet.

69. In the first paragraph, what does the word inquisitive mean?
- A. curious
 - B. emotional
 - C. inconsiderate
 - D. intelligent
70. According to the passage, why did the Inuit hunt year-round?
- A. They could not store food during the winter months.
 - B. They were able to travel only a few days every month.
 - C. They enjoyed hunting during different seasons.
 - D. They hunted animals that arrived to the area at different times.
71. In paragraph 4, the words *inuksuit* and *inuksuk* are **most likely** in italics to
- A. emphasize that the words are native terms.
 - B. demonstrate the origin of the words.
 - C. indicate that the words have several meanings.
 - D. show that the words are difficult to pronounce.
72. Inuksuit were considered part of the caribou hunting party **mainly** because of their
- A. value to all land animals.
 - B. role in guiding the hunters.
 - C. usefulness in directing caribou.
 - D. ability to resemble caribou.
73. What is the **main** idea of paragraph 6?
- A. Three basic shapes of stones are used to build inuksuit.
 - B. Round stones used to build inuksuit are called boulders.
 - C. Stones can be stacked like books to create inuksuit.
 - D. Flat stones can be made into different shapes of inuksuit.
74. What does the design of the ancient inuksuit reveal about the ancestors of the Inuit?
- A. They were skilled and built structures that lasted a long time.
 - B. They were able to survive in the harsh Arctic environment.
 - C. They were able to prosper by trading natural resources.
 - D. They were strong hunters and often traveled long distances.



75. The author's **most likely** purpose for discussing lichens is to show that
- A. lichens look like a coat on a rock.
 - B. inuksuit covered in lichens are very old.
 - C. lichens affect the aging of inuksuit.
 - D. the Arctic environment has a lot of lichens.
76. Which statement from the passage **most** reveals that inuksuit are meaningful to the Inuit?
- A. "This word means 'thing that can act in the place of a human being.'"
 - B. "For example, a scarecrow acts like a human being when it frightens away birds."
 - C. "A traffic light tells you when to stop or go in place of a police officer."
 - D. "When you look at an old inuksuk you are seeing more than just a stack of stones."
77. The **main** purpose of the photograph is to show
- A. how to build inuksuit.
 - B. where to find inuksuit.
 - C. what inuksuit look like.
 - D. why inuksuit remain.
78. The author **most likely** believes the inuksuit are special because of their
- A. connection to the past.
 - B. contribution to hunters.
 - C. importance to research.
 - D. usefulness to travelers.
79. What is the **main** purpose of the passage?
- A. to persuade travelers to see inuksuit
 - B. to present information about inuksuit
 - C. to explain how the Inuit use inuksuit today
 - D. to compare inuksuit to the Inuit language
80. Which would be the **best** source for additional information about the Inuit?
- A. a biography of the author, Norman Hallendy
 - B. a magazine article about Arctic cultures
 - C. a documentary about the habitat of caribou
 - D. a news report on the challenges of harsh climates

Write your answer in the space provided for it in your Student Response Booklet.

81. What do the inuksuit reveal about the Inuit people? Use details from the passage to support your answer.



Mathematics

Session 1 (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers in the section marked "Mathematics—Session 1 (No Calculator)" in your Student Response Booklet.

12. The ratio of oil paintings to watercolors in an art show is 4 to 3. There are 24 watercolors in the art show. How many oil paintings are in the art show?

A. 18
B. 32
C. 72
D. 96

13. A rock climber starts at an elevation of 4425 feet. After 2.5 hours, his elevation is 3300 feet. What is the average change in elevation, in feet per hour, of the rock climber?

A. -1770 feet per hour
B. -1320 feet per hour
C. -450 feet per hour
D. -45 feet per hour

14. Study the numbers below.

$$\sqrt{16}, \frac{13}{4}, 4.2$$

Which list shows these numbers in order from **least** to **greatest**?

- A. $\sqrt{16}$, 4.2, $\frac{13}{4}$
B. $\frac{13}{4}$, 4.2, $\sqrt{16}$
C. 4.2, $\frac{13}{4}$, $\sqrt{16}$
D. $\frac{13}{4}$, $\sqrt{16}$, 4.2

15. The expression below can be used to calculate Danny's total cost if he buys 2 pounds of macaroni salad and 3 pounds of coleslaw at a store. The price of each salad is \$2.29 per pound.

$$2(2.29) + 3(2.29)$$

What is another way to calculate Danny's total cost?

- A. $5 + 2.29$
B. $2.29(2 + 3)$
C. $5(2.29 + 2.29)$
D. $(2 + 2.29)(3 + 2.29)$



Write your answers in the spaces provided in your Student Response Booklet.

18. Compute:

$$4\frac{1}{3} + 7\frac{5}{6}$$

19. Compute:

$$6 - 2 \times 3 + 10 \div 2$$



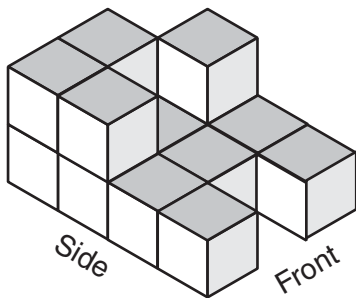
Mathematics

Session 2 (Calculator)

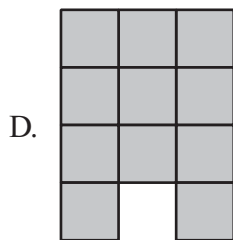
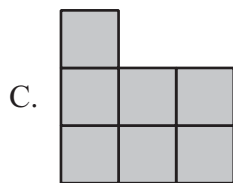
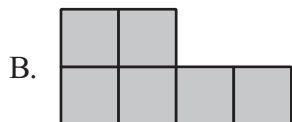
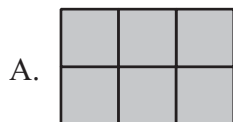
This test session includes multiple-choice questions. You may use a calculator during this session.

Mark your answers in the section marked "Mathematics—Session 2 (Calculator)" in your Student Response Booklet.

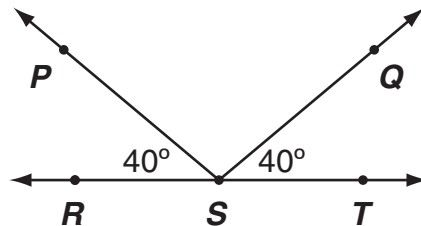
24. Study the stack of blocks shown below.



Which diagram could be the **top** view of this stack of blocks?



27. Study the figure below.



In the figure, \overleftrightarrow{RT} is a straight line. What is the measure of angle PSQ ?

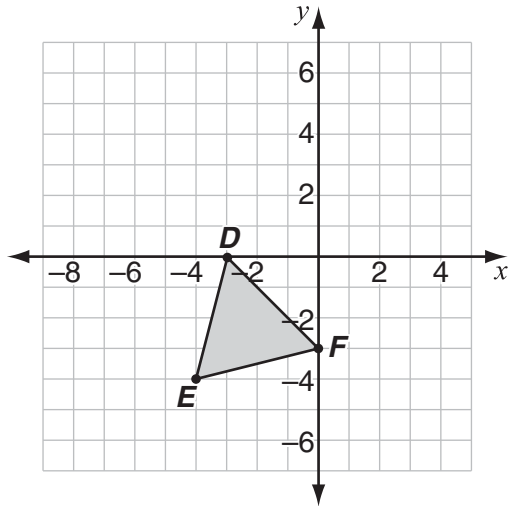
- A. 50°
- B. 100°
- C. 140°
- D. 180°

28. Todd earns \$7.50 per hour at a summer camp. Which equation can be used to determine his total earnings, e , for working h hours?

- A. $e = h \div 7.50$
- B. $e = 7.50 + h$
- C. $e = 7.50 \div h$
- D. $e = 7.50 \times h$



30. Triangle DEF is shown on the coordinate plane below.



Triangle DEF is translated 4 units to the right and 3 units down. What are the coordinates of the image of point D after this translation?

- A. $(-7, -3)$
- B. $(0, -4)$
- C. $(1, -3)$
- D. $(-3, 1)$

36. The probability of picking a red marble from a bag of marbles is $\frac{3}{5}$. If Tina picks a marble out of the bag 20 times and puts that marble back in the bag each time, how many times can she expect to pick out a **red** marble?

- A. 3
- B. 8
- C. 12
- D. 15

37. The equation below can be used to find the cost, c , of renting a rowboat for h hours.

$$c = 6 + 3h$$

Kelly has \$18. What is the greatest number of hours she can rent a rowboat?

- A. 2
- B. 4
- C. 8
- D. 9



38. The table below shows the value of several terms in a pattern.

Term	Value
1	7
2	9
3	11
n	?

Which expression can be used to find the value of Term n in this pattern?

- A. $n \times 7$
- B. $n + 6$
- C. $n \times 2 + 5$
- D. $n \times 5 - 4$

40. The diagram below of a grizzly bear and a pine tree is drawn to scale.

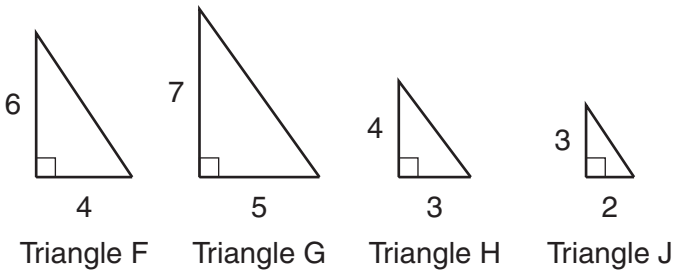


The average height of a grizzly bear, when standing upright, is between 6 and 7 feet. Which is the **best** estimate for the height of the pine tree?

- A. 20 feet
- B. 30 feet
- C. 40 feet
- D. 50 feet



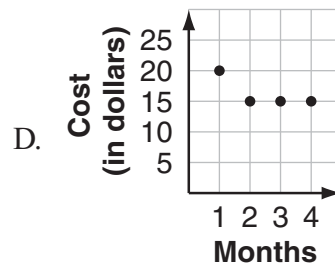
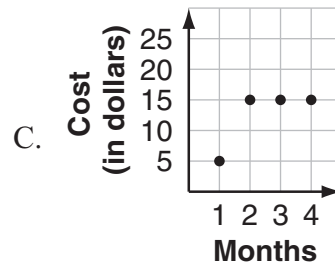
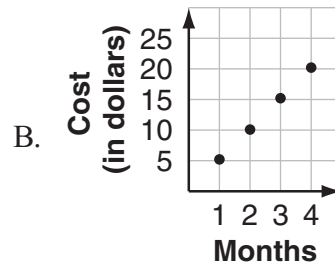
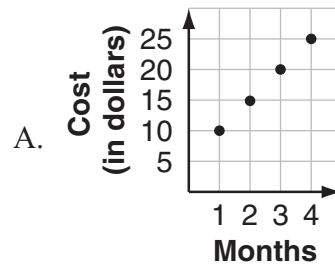
41. Study the triangles below.



Which two triangles are similar?

- A. F and G
- B. H and J
- C. F and J
- D. F and H

42. A DVD rental club charges an initial start-up fee of \$5 plus a monthly fee of \$15 to rent 3 DVDs per month. Which graph represents the cost of belonging to this club and renting 3 DVDs each month?

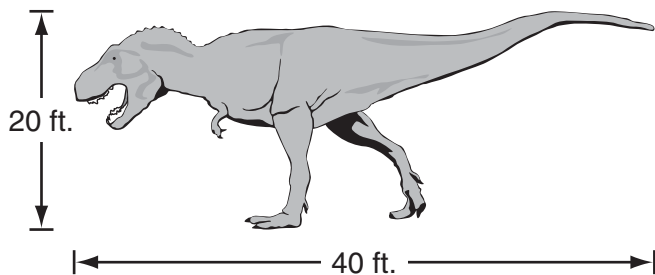


43. Study the equation below.

$$25 = 2x + 3$$

Which equation has the same solution?

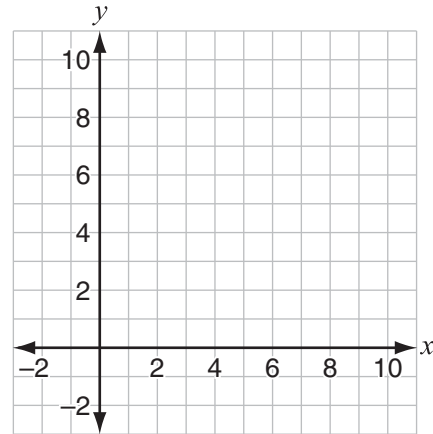
- A. $28 = 2x$
 - B. $22 = 2x$
 - C. $50 = x + 3$
 - D. $\frac{25}{2} = x + 3$
44. Sue, Jess, Liz, and Rachel are lining up side by side for a picture. How many different ways can they line up?
- A. 4
 - B. 8
 - C. 12
 - D. 24
45. The actual size of a *T. rex* was about 40 feet in length by 20 feet in height, as shown below.



Cheryl used a scale of 1 inch = 2.5 feet to make a scale drawing of a *T. rex*. Which is the **best** estimate for the length, in inches, of the *T. rex* in Cheryl's drawing?

- A. 16 inches
- B. 20 inches
- C. 80.5 inches
- D. 100.5 inches

47. You may use the coordinate grid below to help you answer this question.



A triangle has vertices with the coordinates (2, 2), (4, 4), and (0, 2). Which word **best** describes this triangle?

- A. equilateral
- B. acute
- C. right
- D. scalene



Mathematics

Session 3 (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers in the section marked "Mathematics—Session 3 (Calculator)" in your Student Response Booklet.

50. Mr. Walker made the stem-and-leaf plot below to show the test scores in his science class.

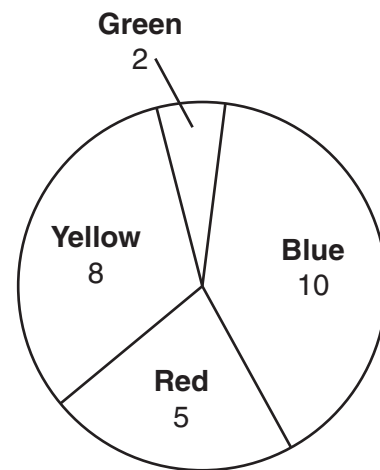
Test Scores	
5	0
6	1 1 2
7	0 1 2 5 6 7
8	0 2 4 4 5 5 5
9	0 2 9 9

Key: 8 | 2 = 82

What is the **range** of these test scores?

- A. 49
- B. 78
- C. 80
- D. 85

57. The circle graph below shows the number of marbles of each color in a jar.

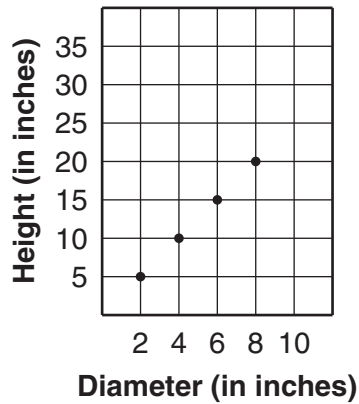


To the nearest degree, how many degrees should be in the sector representing **Yellow**?

- A. 8
- B. 32
- C. 115
- D. 172



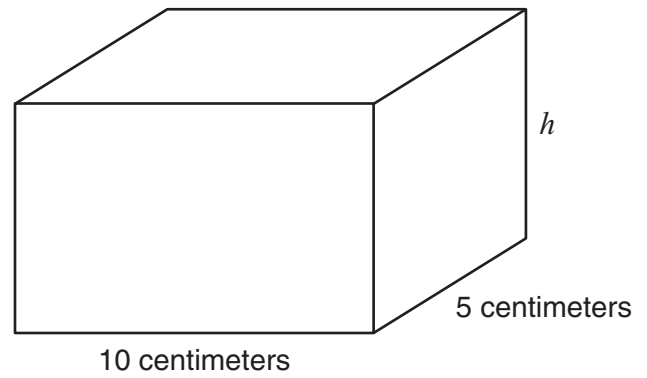
59. Jeff tested balloon rockets to see if the diameter of the balloon had an effect on the height the balloon rocket reached after liftoff. The results are shown in the graph below.



Based on the graph, which height would a balloon rocket made with a balloon with a 12-inch diameter **most likely** reach?

- A. 20 inches
- B. 25 inches
- C. 30 inches
- D. 35 inches

60. Study the box below.

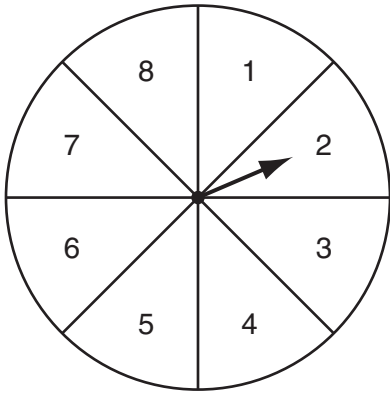


The volume of this box is 300 cubic centimeters. What is the height, h , of the box?

- A. 5 centimeters
- B. 6 centimeters
- C. 20 centimeters
- D. 250 centimeters



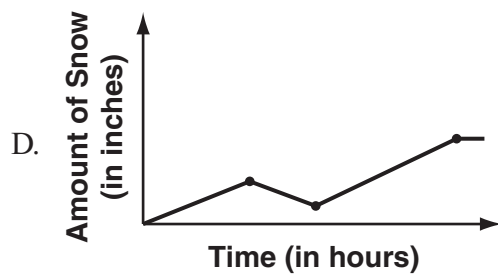
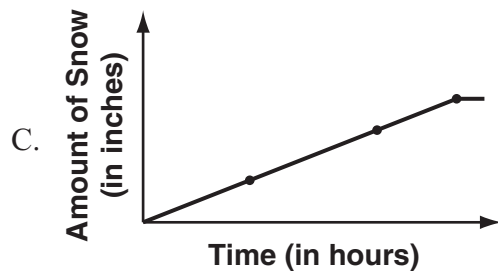
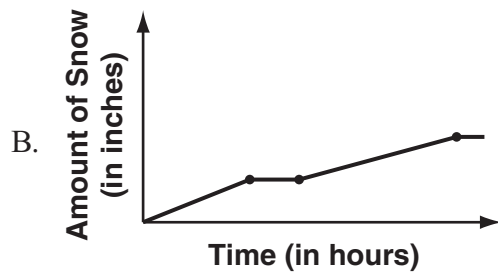
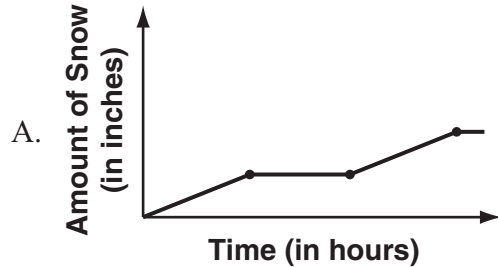
62. Lauren is using the spinner shown below to play a game.



What is the probability that Lauren will get a 6 on her next spin?

- A. $\frac{1}{8}$
 B. $\frac{1}{6}$
 C. $\frac{6}{8}$
 D. $\frac{7}{8}$

66. During a blizzard, it snowed for 4 hours, stopped for 2 hours, then snowed for 6 more hours. There was no snow on the ground before the blizzard started, and no snow melted during the blizzard. Which graph **best** represents the amount of snow on the ground during the blizzard?



68. A holding tank on a farm can store 3,000 gallons of milk. How many **pints** of milk does this equal?
- A. 375
 - B. 6,000
 - C. 12,000
 - D. 24,000

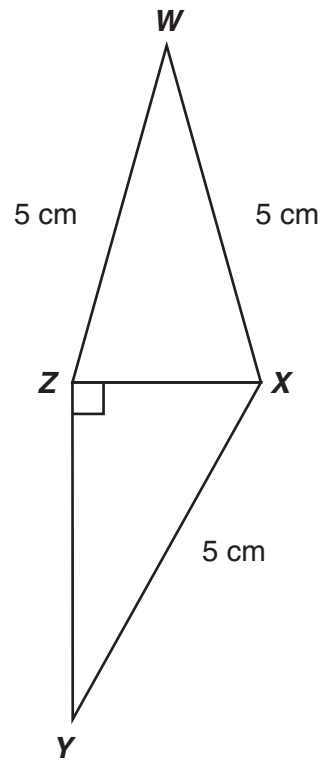
71. Randy is taking horse riding lessons. The chart below shows the cost of taking lessons at one riding school.

Number of Hours	Cost
1	\$25
2	\$40
3	\$55
4	\$70

If the cost of taking riding lessons continues at this rate, what is the cost of taking 8 hours of lessons at this riding school?

- A. \$ 75
- B. \$ 85
- C. \$130
- D. \$200

72. Triangle WXZ and triangle XYZ are shown below.



Which words **best** describe triangle WXZ ?

- A. acute equilateral
- B. obtuse equilateral
- C. acute isosceles
- D. obtuse isosceles



Write your answer in the space provided for it in your Student Response Booklet. Show all of your work.

73. A research company conducted a food allergy study.

- a. In the study, 15 out of 1,500 men were allergic to wheat. What percent of the men were allergic to wheat? Show or explain how you know.
- b. In the same study, 5 out of 2,000 women were also allergic to wheat. The population of a city includes approximately 198,000 men and 214,000 women. Based on the research company's data, how many men and women in this city can be expected to be allergic to wheat? Show or explain how you know.

Acknowledgments

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