7th Grade Auburn

Day 1



Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## The Mystery of Dreams

You're running as fast as you can down a hallway that never seems to end. Suddenly, the ground beneath your feet turns into peanut butter. Your shoes get stuck in the mess and you cannot seem to move forward. It is then that you realize that you are being chased by a three-headed purple dragon who looks a lot like your Great Aunt Helen. You can hear her getting closer and closer as you try to get your feet moving. The next thing you know, you are in your own bed.

Does this sound familiar to you? The details may be different, but chances are that at some point in your life, you have had a dream just as strange as the one described above. After all, the average adult spends almost two full hours every night dreaming. Where do these dreams come from and why do we have them?

Dreams mainly occur during a period known as REM sleep. REM stands for Rapid Eye Movement. During REM sleep, your eyes move back and forth very quickly beneath your closed lids. While you are in REM sleep, your brain is very active—almost as active as if you were awake. You are more likely to remember your dreams if you are awakened during REM sleep than if you were awakened at some other time during the night.

The fact that we dream most often during REM sleep is one of very few facts about dreams that every scientist agrees on. Scientists do not know exactly which portion of the brain creates dreams or why we have them in the first place.

One theory about the purpose of dreams is that dreaming helps the brain to organize and store memories. As your body relaxes, your brain processes all of the information it received during the day. While you sleep, your brain organizes the information into memories; your mind perceives this process as dreaming. Because your mind works differently when you are asleep than it does when you are awake, your dreams may seem confusing, illogical, or just downright silly.

Another theory is that dreams allow your mind to work out difficult problems or puzzles that you encounter while you are awake. The unrealistic, free-flowing nature of dreams allows your mind to consider the problems in creative ways that you would likely never think of during your waking hours.

Still other scientists believe that dreams are random events with no real function. According to this theory, there is no actual reason for dreaming—it is simply what happens when you go to sleep.

As you can see, there is no scientific consensus about how or why we dream. There are many different theories, but no proven answers. Until then, you might as well just enjoy the fantastic nighttime adventures you get to go on without ever leaving your bed.

1) The main purpose of the first paragraph is to

A. provide a personal story that will set the tone for the rest of the passage
B. help readers think about dreams in a more scientific way
C. explain why some parts of dreams are ridiculous or illogical
D. "hook" readers, drawing their attention and getting them interested in the passage

2) According to the passage, one of the few facts most scientists actually agree on is

A. there is a purpose to dreaming
B. most of the time we are asleep is spent dreaming



C. we dream most often during REM sleep
D. dreams are often confusing because your waking brain processes information differently than your sleeping brain

3) Which of the following best describes the general organization of the passage?

A. the author poses questions and provides different answers to the questions
B. events are described in the order in which they occur
C. one opinion is presented; the author then explain why he/she disagrees with that opinion
D. the author shares a personal story, then gives scientific evidence to provide a different view of the story

4) Based on the passage, all of the following are scientific theories about dreams EXCEPT that they

A. actually serve no purpose whatsoever
B. help your mind practice responses to events that might happen while you are awake
C. are your mind's way of figuring out solutions to problems that occur during the day
D. occur as your brain sorts all of that day's information and creates memories

5) As used in the final paragraph, the best synonym for **consensus** is

A. guess
B. agreement
C. research
D. judgment

6) This passage outlines three different theories about why humans dream. Which of these theories do you find to be most convincing? Which do you find least convincing? Why?

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7th - NTI #1

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:** Read the passage. Then answer the questions below.*

## Accidents

We tend to think of accidents as bad things. But they don't always have to be. Sometimes, things that happen unexpectedly and unintentionally can be good. For instance, one of the most important scientific discoveries of all time happened by accident. Alexander Fleming discovered penicillin by leaving his laboratory messier than he had intended. Likewise, less important discoveries have happened by chance too. Potato chips were discovered by an angry chef. Coca-Cola, one of the most successful products of all time, was not intentional either. The list goes on and on.

Most of us would not know by looking at these things that they were not intended to exist. Of course, that's partially because they have since been perfected. But you get the point.

Still, some accidents just end up looking like they were obviously unintentional. This has happened to me twice.

**My First Accident**

I had been trying to make a wooden box as part of my technical education class in woodworking. There is an old adage in carpentry—"measure twice, cut once." Well, let's just say I did the opposite. First, one edge of the box was too long; then, after another turn through the band saw, the other side was too long. Then, I grabbed a new piece of cherry wood and started over, again cutting too many times. In the end, my "box" was hardly a box. It really was just five pieces of misshaped wood haphazardly nailed together and handed in for a grade, which turned out to be a "D."

**My Second Accident**

Years later, I was working in a chemistry lab as part of a freshman lab class. I'll keep this mistake brief. Let's just say it was clear to anyone that I did not mean to set my shirt on fire.

**Accidents Will Happen**

Not all accidents are bad, but they are a fact of life. I have not been totally honest in saying I have only made two accidents in my life. What I really mean is that I have made two memorable accidents. And though they were, unfortunately, not those lucky mistakes like Coca-Cola and penicillin, they were inevitable. Accidents are often unavoidable, but we should always try to prevent them as much as possible. Or at least we can keep our fingers crossed that the accidents we make are good ones!

1) The tone of this passage is most similar to

A. an informal conversation
B. an impassioned sermon
C. an important treatise
D. an informational board report

2) The fourth paragraph provides information that answers all of the following questions EXCEPT

A. What was the narrator's box made out of?
B. How long did it take the narrator to make the box?



C. What grade did the narrator receive for his or her box?
D. Why did the narrator's box not turn out right?

3) Based on its use in paragraph 6, the word **inevitable** has the nearest antonym in

A. certain
B. planned
C. avoidable
D. possible

4) The narrator's main point about accidents is that they are

A. impossible to prevent and should therefore be embraced
B. rarely beneficial to civilization, and they are often very harmful
C. not ever intentional, but they sometimes cause problems
D. not always bad events, but they should be avoided if possible

5) The author of this passage mentions several historical accidents that turned out to be successful. Can you think of any accidents in your own life that have turned out to be more beneficial than harmful? Describe one such accident below and explain why it was actually a good event.

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7th Grade Auburn

Day 2



Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## Healthier Models

Many argue that fashion models set an unhealthy standard of beauty for women and girls. They claim that models in magazines are so thin and beautiful that ordinary women and girls feel overweight and unattractive in comparison. These feelings can lead to eating disorders and low self-esteem. For this reason, people argue that the fashion industry has a responsibility to use more realistic models that have bodies like real women, not stick figures.

However, others—mostly in the fashion industry—point out that no one wants to buy a pair of jeans that do not look good on the model. Designers argue that clothes look better on very thin people because the fabric hangs better. Since the job of fashion models is to sell clothing, designers want their clothes to look as good as possible on the models. People in the fashion industry also say that our society's fixation with body image is a larger problem that cannot all be blamed on fashion models.

The best solution to this problem is not more realistic models, but more realistic role models. In our culture, young girls know more about women celebrated for their beauty (like models and actresses) than they do about women celebrated for their accomplishments (like politicians and scholars). As long as most famous women are known for being thin and pretty, not for their work in the world, many girls and women will continue to base their own self-worth on being thin and pretty, too.

1) In paragraph 1, the author writes that some people believe that "models in magazines are so thin and beautiful that ordinary women and girls feel overweight and unattractive in comparison." By this the author implies some people believe that

A. everyone is overweight and unattractive compared to models in magazines
B. it is not fair that models are so thin and beautiful when ordinary women are not
C. magazines attempt to make ordinary women and girls feel bad about their bodies
D. women and girls judge their own bodies for not being like the bodies of models

2) According to the author, when women and girls feel overweight and unattractive, these feelings can lead to

I. eating disorders
II. low self-esteem
III. bullying

A. I only
B. I and II only
C. II and III only
D. I, II, and III

3) Discussed in paragraph 1, people who think fashion models set an "unhealthy standard of beauty" for girls and women suggest that this is mostly because models are

A. thin
B. beautiful
C. unrealistic
D. famous



4) At the end of paragraph 2, the author writes that "People in the fashion industry also say that our society's fixation with body image is a larger problem that cannot all be blamed on fashion models." As used in paragraph 2, which of the following people has a similar **fixation**?

A. Demetrius, who chooses to become a fireman because he wants to be like his brother, a well-known fire chief
B. Yan, who has not forgiven his wife for giving away their dog's puppies while Yan was at work one day
C. Olivia, who decides to go on a diet before her wedding, but loses interest after a few days and quits
D. Maura, who is obsessed with the television show "The Sands of Time" and watches recorded episodes every night

5) According to the author, some people in the fashion industry defend the use of thin fashion models because they think

I. clothes look better on very thin people because the fabric hangs better
II. our society's fixation with body image is a larger problem that cannot all be blamed on fashion models
III. thin models are more beautiful than models with curvier figures

A. I only
B. I and II only
C. II and III only
D. I, II, and III

6) The author apparently believes that the biggest problem with fashion models is that they are too

A. glorified and admired by young girls
B. thin and beautiful compared to average women
C. insecure and concerned with body image
D. unaccomplished compared to politicians and scholars

7) Based on information in the passage, which of the following people would the author most likely consider the best choice as a "more realistic role model" for young girls?

A. Emme Aronson, a successful model who is heavier than most fashion models
B. Katharine Hepburn, a famous actress who was known for her independence
C. Sally Ride, a physicist who was the first American woman to fly in space
D. Katie Ford, the director of one of the top modeling agencies in the country

8) Do you have a role model? What is he or she like? Why do you view him or her as a model?

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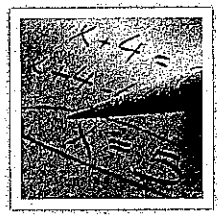
7th Auburn

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## Algebra



You are at a store that is having a sale. In the sale, if you buy two of anything, you get the third for half off. You have $50. What is the most expensive thing you can buy?

The world we know is filled with things we do not know like the situation above. Mathematicians know this as well as anyone. Because of this, they invented an entire branch of mathematics to work with uncertain facts. That is, of course, algebra.

Algebra is broadly defined as the branch of mathematics devoted to doing arithmetic on objects that are not necessarily numbers. Mathematicians use algebra to either find unknown numbers or to find numbers that do not even exist. Algebra allows us to find the number of objects we can purchase with $50. But it also allows us to find the number of objects we could purchase with any amount of money.

Though algebra always existed in idea, it was not until the end of the 16th century that it existed in a more structured form. The French mathematician François Viète was the first to introduce notations for algebra problems. Before him, the Greeks and Arabs had come up with ways of finding unknowns. But they had not come up with a way of writing the problems so that they could be used again and again with different unknowns. Viète set up a structure and system of symbols for writing down all algebraic problems so that the specifics could change from situation to situation. That structure is still widely used today, even though he did not even have the equal sign (=) to use!

As much as you might hate doing algebra in school, you have to like the fact that it exists in the world. Try living before Viète in a world where we cannot all agree on how to find unknown information. Of course, such a world itself would be unknown, so how could we even describe it?

1) The main function of paragraph 2 is to

A. challenge a common theory
B. introduce the main topic
C. answer the question posed in the first paragraph
D. explain the importance of the history of algebra

2) According to the passage, algebra

A. allows one to find unknown numbers
B. is the branch of mathematics devoted to the use of money
C. involves the use of symbols to describe known shapes
D. cannot be used for real-world problems

3) Paragraph 3 mostly provides

A. a purpose for the passage
B. a practical application of algebra
C. a definition of algebra
D. a description of the history of algebra



4) As used in paragraph 4, the word **notations** most nearly means

A. mathematical skills
B. musical sounds
C. brief memos
D. written symbols

5) The author argues that the Greeks and Arabs

A. invented the system used for writing down algebra
B. did not make a major contribution to algebra
C. helped create the system that Viète made better
D. could not describe an imaginary world

6) What type of person do you think could have written a passage like this? What do you think are the author's interests? What is his or her background like? Explain your inferences.

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7) Where would you expect to see a passage like the one above? Where might it be published? Why?

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7th Grade Auburn

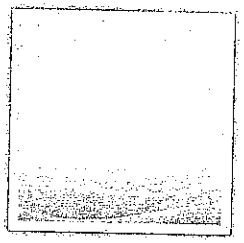
Day 3

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## More than Meets the Eye



A weary traveler makes his way across a seemingly endless plane of sand. The sun blazes above his head. There is nothing behind him but a long stretch of footprints. There is nothing ahead but more sand. The traveler wipes his brow and looks off into the distance. He is hot. He is tired. He is thirsty. All hope seems lost.

But wait! He sees something up ahead. There on the horizon—it looks like a pool of cool, refreshing water. If he can just make it there, he will be saved! He pushes on, determined to make it to the water. Hours pass and he is no closer. Suddenly, a wave of dejection washes over him—there was never any water at all. It was a mirage.

What made our traveler think that there was water in the middle of the desert? Was he simply so desperate for water that he imagined the entire thing? Was his overheated, exhausted mind playing tricks on him?

What the traveler saw was not caused by exhaustion or an overactive imagination. Mirages are very real. In fact, you have probably seen one yourself, even if you have never been to the desert.

A mirage is a scientific event caused by the bending of light, also called light refraction. Mirages occur when the density of the atmosphere changes rapidly because of a significant temperature difference. As anyone who has walked on a beach barefoot knows, sand can get very hot—as much as 50° F (10°C) hotter than the air above it. Because cold air is denser than warm air, the air right above the hot sand is much less dense than the cold air a few feet higher. As the light passes from the colder air to the hotter air, it bends towards the sky. When this bent light reaches your eye, your brain interprets it in a strange way: you see the sky reflected in the sand. This image of the sky reflected in the sand looks just like a body of water. Therefore, an exhausted desert traveler who sees the blue sky reflected on the ground thinks that there is a refreshing lake just ahead of him on the horizon.

You do not need to be walking across miles of hot sand in order to see a mirage. Asphalt and tarmac—the materials most roads are made of—can also get much hotter than the air above them. Because the air right above the hot road is denser than the air a few feet higher, light bends the same way it does in the desert. So when you are driving on a very hot day, you may see a large puddle in the street just ahead of you. Unless it has been raining very recently, that water is not actually there at all—it is just a mirage.

1) Which of the following best describes the general organization of the passage?

A. The author shares a personal story, then gives scientific evidence to provide a different view of the story.
B. The author gives an example of a scientific event, then explains why the event happens.
C. The author describes an experiment that proves a scientific theory, then explains how readers can experience the experiment on their own.
D. The author explains a theory about a scientific event, then explains why this theory is correct.

2) As it is used in paragraph 2, the best antonym for **dejection** is

A. peace
B. energy
C. hope
D. certainty



3) According to the passage, desert mirages are caused by

A. the way your brain interprets bent light
B. a rapid change in temperature that occurs when light refracts
C. heat exhaustion or extreme thirst
D. the way light appears when it refracts on the horizon

4) According to the passage, mirages can happen in the desert and on the highway because

A. sand, asphalt, and tarmac can get much hotter than the air above them
B. sand is a main ingredient in both asphalt and tarmac
C. it is possible to get exhausted and confused while travelling on both
D. light refracts more easily on rough surfaces like sand, asphalt, and tarmac

5) The main purpose of the final paragraph is to

A. give an example of a mirage that has a less scientific explanation than a desert mirage
B. explain what happens to a mirage in the rain
C. provide an example of a commonly-seen mirage
D. prove that mirages are not just figments of the imagination

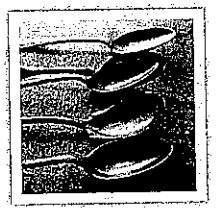
6) Using the information in the passage, briefly explain in your own words what a mirage is and how one forms. Are mirages "real"? What are they caused by? Explain.

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## Too Many Spoons



When it comes to most activities, I am always the first to say "the more the merrier." If a game is being played, I'll ask everyone in the room to play it. When we have parties, everyone I know is invited. But when it comes to cooking food, the last thing I want is anyone else helping me out.

In the kitchen, space is limited. Only one person can really hover over a sauté pan. Likewise, it takes one person to spice a roast, or one person to chop carrots, or one person to boil some pasta. And, on top of that, there is no space for people other than the spicer, chopper, or boiler. So, why should there be more than one person in the kitchen?

This might sound harsh, but I do not think I am being mean. Rather, I know how the recipe should turn out. And I have very strong opinions about it. When someone else is in the kitchen, she might over salt something because he she likes more salt. Or he might chop the carrots smaller than I like. Or, worse still, overcook the meat because she likes it well done. No, the kitchen is one space in which the more is definitely not the merrier.

Put differently, there is an adage* that sums up my feelings about cooking: "too many spoons spoil the broth." That means that there are certain projects for which one person and one person alone should contribute. Cooking, as the adage suggests, is one of them.

***adage** *(noun)*: a proverb or short statement expressing a general truth

1) According to the passage, the narrator usually

A. cooks dinner for many people
B. prefers to be alone
C. welcomes others
D. plays board games

2) Paragraphs 2 and 3 primarily provide

A. the reasons for a particular option
B. background information on the narrator
C. examples of things that could go wrong in a kitchen
D. the main arguments of the passage

3) Which of the following is stated by the narrator as something that could go wrong in cooking with another person?

A. the two cooks could get into an argument
B. the dish could end up seasoned poorly
C. the pasta could boil over onto the stove
D. the people in the kitchen could run into each other

4) It can be assumed from the passage that the narrator

A. is generally careless when performing a task
B. does not cook food for other people all that often



C. often uses adages to describe the way he or she feels
D. does not want the reader to think he or she is mean

5) Based on its use in paragraph 4, the phrase "sums up" most nearly refers to

A. quickly estimating a number
B. spending a certain amount of money
C. performing an addition operation
D. briefly reviewing something

6) The narrator admits that he or she has "very strong opinions" about how food should be cooked. Do you feel the same way? Are you a picky eater, or do you love to eat all kinds of foods cooked all kinds of ways? Why?

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7) The narrator states very clearly that he or she prefers to cook alone. What tasks do you prefer to do alone? What tasks do you not mind doing with others? List and briefly explain a few such activities below.

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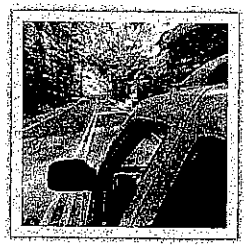
7th Grade Day 4

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:** Read the passage. Then answer the questions below.*

## Going to California



Last spring, my family and I moved to California. Specifically, we moved from Columbus, Ohio, to San Diego, California. My mother had gotten a teaching position at a college in San Diego. My father said he could get work in his same company, just in California instead of Ohio.

At first, my two sisters and I were pretty upset about moving. All of our friends and family were in Ohio. We had all spent our entire lives there. My mom promised us that we would love California though. She said it was always sunny outside and that our house was just two blocks from the beach. My dad also told us that San Diego has the best zoo in the world and is pretty close to Disneyland. They could still tell that we were sad, though. Then they reminded us that we could stay in touch with our friends through email. And my mom said we could visit them whenever we want. My dad said San Diego was so nice that most of them would probably rather visit us, though.

My sisters and I were still not sure. We helped out with the move though.

**Heading West**

Most of our furniture was packed up into a moving truck. We also put some of our other belongings in there. Professional movers drove it out to San Diego for us. Some of our stuff was sold at a garage sale, too. Our most important things were put into the trunk of our red SUV. That included our photo albums, my grandmother's jewelry, and some of our favorite toys. We drove that stuff and ourselves all the way west.

The first thousand miles were very boring. Between Ohio and Colorado, the world is flat. Cornfields stretched on as far as we could see. Nothing was interesting at all. In Colorado and Utah, there were beautiful mountains though. Driving through them was like riding a rollercoaster. We went up and down, up and down, up and down. In Nevada, everything was tan. I'd never seen a desert before, so at least Nevada was more interesting than Nebraska and Iowa.

Finally, after ten days on the road, we made it to San Diego.

**Life in San Diego**

The house we have in San Diego is nice. You can see the ocean from the upstairs bedrooms. And we have a big lawn. That's great, because it really is warm out all the time. I still miss our old house in Columbus, but San Diego is nice too.

The weirdest thing about life in San Diego is that my school is outdoors. The classrooms are indoors, but we have to go outside to get to our lockers. I thought schools like that only existed on TV!

1) As used in paragraph 1, the word **specifically** most nearly means

A. more exactly
B. less certain
C. more quickly
D. less happy

Auburn



2) Why did the family move to San Diego?

A. because of the nice weather
B. because of the father's job
C. because of the beaches
D. because of the mother's job

3) According to the narrator's mother, how far from the beach is the family's house in San Diego?

A. 1 mile
B. 2 blocks
C. 3 steps
D. 4 streets

4) Based on the information in the section titled "Heading West," it can be understood that the family

A. valued its photo albums more than its furniture
B. slept most of the way between Ohio and Colorado
C. sold some of its grandmother's jewelry at a garage sale
D. did not wish to carry anything in its SUV

5) Which word best describes the narrator's attitude toward life in San Diego, as described at the end of the passage?

A. unhappy
B. overjoyed
C. accepting
D. depressed

6) Have you ever moved from one place to another? Was it hard? Use the space below to describe your experience. If you have never made a move as described in the passage, try to imagine what it would be like and write your thoughts below.

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Name_____
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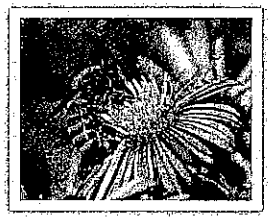
• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## Busy as a Bee



We often use the old cliché "busy as a bee" to say that we have a great deal of work to do. But in reality, it is impossible for a human to be as busy as an actual bee. Bees are probably the most industrious creatures on Earth. A worker bee (which is any female bee that is not a queen) never rests in its very brief life.

A bee's life is regulated by the hive's queen. Every second of a bee's life is marked with a different task that it absolutely must perform. This sounds terrible to those of us who complain about not having enough free time for leisure. However, remember that bees also are incapable of free thought. The bee simply cannot understand that it lacks downtime. As such, bees are far less prone to whining than are humans, even though bees actually do have a lot to complain about.

**A Life of Labor**

After all, bees only live about a month as adults, and that entire month is spent doing labor. After the bees develop into adults, they spend two days cleaning cells in the hive. Then, over the next week, they feed the next set of worker bee larvae (bees, like all insects, start as larvae) a jelly that the adult bees make. After they are done nursing these larvae, the worker bees then spend about five days making wax to build new cells and repair old cells in the hive.

In the next phase of the bees' lives, their tasks separate. Some are responsible for feeding other bees. Others groom and feed the queen. Some create honeycombs, and others seal honey. Some of the bees remove dead bees and larvae from the hive. However, the majority of worker bees turn into foragers. They will travel up to 1.5 miles away to find nectar or pollen to bring back to the hive.

Some bees will change tasks during the final weeks of their lives too. For example, some will forage for a while before switching to dead bee removal. In any case, there is no such thing as bee retirement. They spend their entire lives working in or away from the hive.

1) It can be understood from the passage that the author feels that

A. most humans whine too much
B. no human is as busy as a worker bee
C. all bees are happy with their lives
D. some worker bees do more work than do others

2) As used in paragraph 2, the word **regulated** most nearly means

A. changed
B. released
C. worked
D. controlled

3) The author's main purpose in writing this passage is to

A. describe the life cycle of worker bees
B. explain why bees are important to the world



C. provide information about why worker bees do the work they do
D. argue that humans have no right to complain

4) Which of the following provides a possible proper sequence of tasks in a worker bee's life?

A. foraging, removing dead bodies, building cells
B. maturing, nursing larvae, cleaning cells
C. cleaning cells, nursing larvae, foraging
D. nursing larvae, cleaning cells, grooming the queen

5) As used in paragraph 4, the word **foragers** most nearly means

A. searchers
B. cleaners
C. nurses
D. adults

6) In the beginning of the passage, we learn that "Bees are probably the most industrious creatures on Earth." Can you think of any other animals that, like the bee, are very busy? List them below and describe what keeps each one so busy.

**Animal:** **Job:**

_____ _____
_____
_____ _____
_____
_____ _____
_____
_____ _____

7) In paragraph 2, we are encouraged to "remember that bees also are incapable of free thought. The bee simply cannot understand that it lacks downtime. As such, bees are far less prone to whining than are humans, even though bees actually do have a lot to complain about." Bees are incapable of free thought. This makes them able to do lots of work without complaint. But, according to the author, this is different from humans, who are prone to whining. So which is better? Is it better to be incapable of free thought and do lots of work without complaint? Or is it better to be able to think freely but complain about having to do work? Should humans be more like bees? Explain.

_____
_____
_____
_____

7th Grade
Day 5

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## My Father's House

I have fond memories of the old house my grandpa built in Texas. This was the house my father lived in as a child, and so, even though it was my grandpa's house, I've always thought of it as my father's house.

My grandpa said he built my father's house with his bare hands. And I always imagined him assembling it brick by brick like a pioneer assembling a mud home on the Texas prairie so many years before. This image of my grandfather building a three-story, six-bedroom ranch house by himself stuck with me. Later in life, I learned that he did not actually make any part of the house. Rather, my grandpa worked hard at his job so that he could pay others to build the house. Still, even today I tell my own kids that he built it himself. It was his crowning achievement in life, so why not let the legend outlive the truth?

We would spend about four weeks there every year as children: a week at Christmas and a few weeks in the summer. Christmas was fine, but I always preferred the summer visits. Texas life was so different from what I knew growing up in the suburbs of Chicago. My father's house was a working cattle ranch, and, although my grandpa had reduced the size of his herd over the years, by the time I was a child he still had some hundred cattle at any time. In Highland Park, Illinois, we barely had a big enough lawn to have a dog, let alone a herd of cattle!

My father told me that when he was a kid, my grandpa had five times as many cattle. But that era is long gone. Now, the ranch house itself isn't even there. When my grandfather died, he passed the land on to my father, who passed it on to my sisters and me when he died. We decided we could not afford the upkeep on the place and sold it off. A real estate developer bought it and carved the property into twenty separate pieces of property. My father's house is no longer standing, and my grandfather's land now belongs to something like twenty separate fathers.

1) The narrator in this passage can best be described as

A. a teenager explaining a part of his or her family's heritage
B. an adult remembering a traumatic event in his or her life
C. a child describing a house he or she knew when he or she was younger
D. an adult looking back on his or her childhood

2) According to the passage, how many bedrooms did the father's house have?

A. 3
B. 5
C. 6
D. 20

3) According to the narrator, why does he or she continue to say that his or her grandfather built his house by hand?

A. The grandfather insisted that the house was built using his hard-earned money.
B. The grandfather built the house brick by brick.

Auburn



C. The grandfather was particularly proud of the house.
D. The grandfather could no longer afford the upkeep on the house.

4) It can be understood from the passage that the narrator is all of the following EXCEPT

A. nostalgic
B. traditional
C. greedy
D. respectful

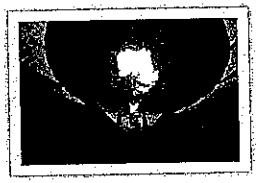
5) In the final paragraph of the passage, we learn that the narrator and his sisters could not afford the upkeep on his grandfather's property and eventually "sold it off." Similar to the narrator, do you have any memories of a place where you spent a good deal of time but no longer own or are unable to visit? Do you have any memories of a place where you used to go but no longer frequent? Explain.

Name_____
Date_____

• Reading Comprehension Assessment

***Directions:*** *Read the passage. Then answer the questions below.*

## Full of Hot Air



Have you ever wondered what keeps a hot air balloon flying? The same principle that keeps food frozen in the open chest freezers at the grocery store allows hot air balloons to fly. It's a basic principle: Hot air rises and cold air falls. So while the super-cooled air in the grocery store freezer settles down around the food, the hot air in a hot air balloon pushes up, keeping the balloon floating above the ground. In order to understand more about how this principle works in hot air balloons, it helps to know more about hot air balloons themselves.

A hot air balloon has three major parts: the basket, the burner, and the envelope. The basket is where passengers ride. The basket is usually made of wicker. This ensures that it will be comfortable and add little extra weight. The burner is positioned above the passenger's heads and produces a huge flame to heat the air inside the envelope. The envelope is the colorful fabric balloon that holds the hot air. When the air inside the envelope is heated, the balloon rises.

The pilot can control the up-and-down movements of the hot air balloon by regulating the heat in the envelope. To ascend, the pilot heats the air in the envelope. When the pilot is ready to land, the air in the balloon is allowed to cool and the balloon becomes heavier than air. This makes the balloon descend.

Before the balloon is launched, the pilot knows which way the wind is blowing. This means that she has a general idea about which way the balloon will go. But sometimes the pilot can actually control the direction that the balloon flies while in flight. This is because the air above the ground is sectioned into layers in which the direction of the wind may be different. So even though the pilot can't steer the balloon, she can fly higher or lower into a different layer of air. Some days the difference between the direction of the wind between layers is negligible. But other days the difference is so strong that it can actually push the balloon in a completely different direction!

1) Using the information presented in paragraph 1, it can be understood that which of the following statements is FALSE?

A. Air goes up and out the top of a chimney when you light a fire.
B. Cool air collects about the ceiling when you open a refrigerator.
C. Smoke from a candle rises after you blow out the flame.
D. Cold air coming from an air conditioning vent settles about the floor.

2) According to the passage, wicker is

I. comfortable
II. lightweight
III. durable

A. I only
B. I and II only
C. II and III only
D. I, II, and III

3) According to the passage, the balloon pilot controls the balloon's altitude by

A. moving into a different layer of air
B. regulating the air temperature inside the balloon



C. adjusting the amount of air in the envelope
D. changing the amount of weight contained in the basket

4) As used in paragraph 3, which is the best synonym for **ascend**?

A. move
B. fly
C. sink
D. climb

5) As used in paragraph 3, which is the best antonym for **descend**?

A. fall
B. float
C. rise
D. drop

6) If the hot air balloon pilot wants to change directions during flight, what might he or she do to accomplish this?

A. head toward a mountain peak
B. wait for it to rain
C. move into a cloud
D. fly higher

7) Based on its use in paragraph 4, it can be understood that **negligible** belongs to which of the following word groups?

A. solemn, grave, serious
B. substantial, considerable, large
C. exhilarating, thrilling, exciting
D. insignificant, small, unnoticeable

8) Would you take a ride in a hot air balloon? Why or why not? What are some of the dangers involved? How might you prevent them?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____ Class: _____ Date: _____

NTI Day 1 7th Grade Auburn

**Multiple Choice**
*Identify the choice that best completes the statement or answers the question.*

____ 1. Simplify the expression $4 \times 8 - 6 \div 2$.
a. 8
b. 22
c. 29
d. 4

____ 2. Simplify the expression $84 \div 7 - 6 \div 2$.
a. 21
b. 9
c. 42
d. 3

____ 3. Simplify the expression $2 \times 36 - 24 \div 6$.
a. 8
b. 64
c. 68
d. 4

____ 4. Simplify the expression $2 \times 6^2 - 26 \div 2$.
a. 59
b. 10
c. 46
d. 131

____ 5. Simplify $x^2 + 3x^2 + 3x^2 - 4x^2$.
a. $-4x^2$
b. $-3x^2$
c. $3x^2$
d. $4x^2$

____ 6. Simplify $2y^3 - 3y^3 + 3y^3 - 4y^3$
a. $-2y^3$
b. $2y^3$
c. $8y^3$
d. $12y^3$

____ 7. Simplify $4b^3 - 1b + 2b + 2b^3 + 2b$.
a. $6b^3 + 3b$
b. $9b$
c. $6b^3 - 1b + 4b$
d. $9b^3$

____ 8. Simplify $27 \div 9 \times 3 + 15$.
a. 13.5
b. 6
c. 16
d. 24

____ 9. Which expression simplifies to 5?
a. $4 + 9 \div 3 - 2$
b. $60 - 5 \times 11 + 7$

____ 10. Which expression simplifies to 6?
a. $6 + 12 \times 2 - 18$
b. $25 - 10 \div 5 + 3$
c. $28 \div (7 \times 2) - 2$
d. $18 - (15 \div 3 + 7)$



Name: _____ Class: _____ Date: _____

NTI Day 2 7th Grade Auburn

**Multiple Choice**
*Identify the choice that best completes the statement or answers the question.*

____ 1. Combine the like terms in the expression $16y - 7y$.
a. $11 + y$
b. $9y^2$
c. $23y$
d. $9y$

____ 2. Combine like terms in the expression $2a - 3b + 5b - a$.
a. $3ab$
b. $3a + 2b$
c. $7a - 4b$
d. $a + 2b$

____ 3. Solve the equation $a - 28 = 19$.
a. $a = -9$
b. $a = 9$
c. $a = 37$
d. $a = 47$

____ 4. Solve $-15d = 45$.
a. $d = -30$
b. $d = -3$
c. $d = 3$
d. $d = 30$

____ 5. What is the value of $y$?
$-3y + 11 = 20$
a. $-3$
b. 3

____ 6. What is the value of $x$?
$5x - 7 = 28$
a. 5
b. 7
c. 21
d. 35

____ 7. What is the value of $n$?
$7n - 15 = 34$
a. 5
b. 7
c. 12
d. 26

____ 8. What is $2\frac{3}{4}$ as an improper fraction?
a. $\frac{11}{4}$
b. $\frac{23}{4}$
c. $\frac{4}{23}$
d. $\frac{8}{4}$

____ 9. What is $3\frac{7}{20}$ as an improper fraction?
a. $\frac{60}{20}$
b. $\frac{67}{20}$
c. $\frac{143}{20}$
d. $\frac{60}{7}$

____ 10. Write $\frac{423}{6}$ as a mixed number.
a. 70
b. $70\frac{3}{10}$
c. $70\frac{1}{3}$
d. $70\frac{1}{2}$

Name: _____ Class: _____ Date: _____ ID: A

NTI Day 3 7th Grade Auburn

Multiple Choice
*Identify the choice that best completes the statement or answers the question.*

____ 1. Subtract. Express your answer in simplest form.
$-\frac{3}{9}-\frac{6}{9}$
a. $-\frac{1}{3}$ c. $-1$
b. $-\frac{1}{2}$ d. $\frac{1}{3}$

____ 2. Subtract.
$5.27-2.7$
a. 2.57 c. 3.57
b. 3 d. 7.976

____ 3. Find the difference $-4-(-7)$.
a. 11 c. $-3$
b. $-11$ d. 3

____ 4. Find the difference $-5-7$.
a. $-12$ c. 2
b. $-2$ d. 12

____ 5. Add. Express your answer in simplest form.
$\frac{4}{5}+\frac{2}{3}$
a. $\frac{3}{4}$ c. $1\frac{7}{8}$
b. $1\frac{7}{15}$ d. $1\frac{7}{5}$

____ 6. Evaluate $a+b$ for $a=-17$ and $b=8$.
a. $-25$ c. 9
b. $-9$ d. 25

____ 7. Subtract. Express your answer in simplest form.
$2\frac{5}{11}-1\frac{3}{11}$
a. $1\frac{2}{11}$ c. $3\frac{8}{11}$
b. $1\frac{5}{22}$ d. $\frac{13}{22}$

____ 8. A water faucet is turned $\frac{1}{7}$ to the right and then $\frac{3}{4}$ to the right again. How far is the water faucet turned?
a. $\frac{13}{14}$ c. $\frac{17}{28}$
b. $\frac{25}{28}$ d. $\frac{4}{11}$

____ 9. Multiply. Express your answer in simplest form.
$\frac{-2}{3}\cdot\frac{-1}{2}$
a. $\frac{-2}{6}$ c. $\frac{2}{6}$
b. $\frac{-1}{3}$ d. $\frac{1}{3}$

____ 10. Find the difference.
$6\frac{1}{3}-2\frac{1}{5}$
a. $\frac{3}{32}$ c. $5\frac{2}{15}$
b. $4\frac{2}{15}$ d. 5

Name: _____ Class: _____ Date: _____ ID: A

NTI Day 4 7th Grade Auburn

Multiple Choice
*Identify the choice that best completes the statement or answers the question.*

____ 1. Find the area of a circle with diameter 31.6 cm, both in terms of $\pi$ and to the nearest tenth. Use 3.14 for $\pi$
a. $A=249.64\pi\text{ cm}^2\approx 783.9\text{ cm}^2$ c. $A=31.6\pi\text{ cm}^2\approx 99.2\text{ cm}^2$
b. $A=63.2\pi\text{ cm}^2\approx 198.4\text{ cm}^2$ d. $A=998.56\pi\text{ cm}^2\approx 3135.5\text{ cm}^2$

____ 2. To the nearest tenth, find the area of a circle with $d=6$ km. Use 3.14 for $\pi$.
a. 18.8 $\text{km}^2$ b. 28.3 $\text{km}^2$

____ 3. To the nearest tenth, find the area of a circle with a diameter of 18 meters. Use 3.14 for $\pi$.
a. 56.5 $\text{m}^2$ c. 508.7 $\text{m}^2$
b. 254.3 $\text{m}^2$ d. 1,017.4 $\text{m}^2$

____ 4. A circle has a diameter of 32 in. Find the circumference of the circle to the nearest tenth. Use 3.14 for $\pi$.
a. 12.6 in. c. 50.2 in.
b. 25.1 in. d. 100.5 in.

____ 5. A circle has a diameter of 40 in. Find the circumference of the circle to the nearest tenth. Use 3.14 for $\pi$.
a. 31.4 in. c. 283.4 in.
b. 62.8 in. d. 1133.5 in.

____ 6. A circle has a diameter of 28 in. Find the circumference of the circle to the nearest tenth. Use 3.14 for $\pi$.
a. 22 $\text{in.}^2$ c. 87.9 $\text{in.}^2$
b. 44 $\text{in.}^2$ d. 175.8 $\text{in.}^2$

____ 7. A circle has a diameter that measures 8 inches. What is the area of the circle to the nearest tenth? Use 3.1
for $\pi$.
a. 12.6 $\text{in}^2$ c. 50.2 $\text{in}^2$
b. 25.1 $\text{in}^2$ d. 201 $\text{in}^2$

____ 8. To the nearest tenth, find the area of a circle with $d=15$ km. Use 3.14 for $\pi$.
a. 47.1 $\text{km}^2$ c. 176.6 $\text{km}^2$
b. 88.3 $\text{km}^2$ d. 706.5 $\text{km}^2$

____ 9. Find the circumference of a circle that has a radius of 7 cm. Use 3.14 for $\pi$.
a. 21.98 cm c. 114.74 cm
b. 43.96 cm d. 153.86 cm

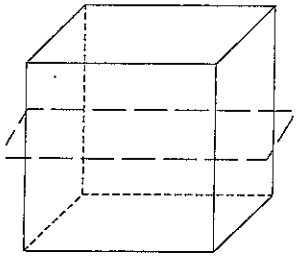
____ 10. To the nearest tenth, find the area of a circle with diameter of 6 m. Use 3.14 for $\pi$.
a. 14.1 $\text{m}^2$ c. 28.3 $\text{m}^2$
b. 18.8 $\text{m}^2$ d. 113.0 $\text{m}^2$

Name: _____ Class: _____ Date: _____ ID: A

NTI Day 5 7th Grade Auburn

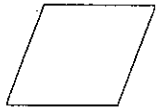
**Multiple Choice**
*Identify the choice that best completes the statement or answers the question.*

____ 1. Draw the shape made by slicing the cube parallel to its bases.



a.

c.

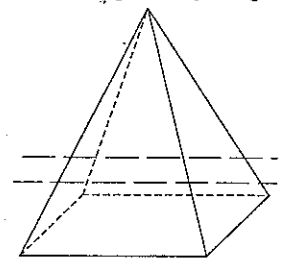
b. 

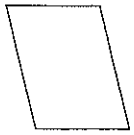
d.



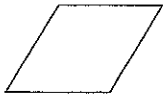
Name: _____ ID: A

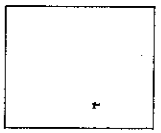
____ 2. Draw the shape made by slicing the rectangular pyramid parallel to its bases.



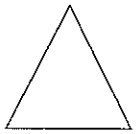
a. 

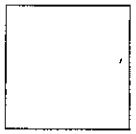
c.

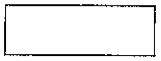
b. 

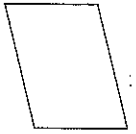
d. 

____ 3. Draw the shape made by slicing a triangular prism parallel to its bases.

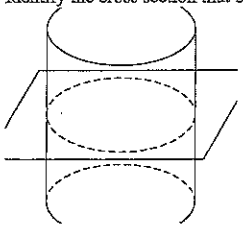
a. 

c. 

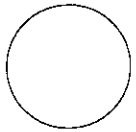
b. 

d. 

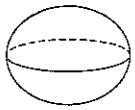
____ 4. *Identify the cross section that best matches the given figure.



a.



b.

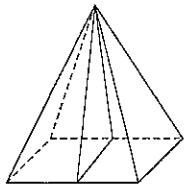


c.

d.

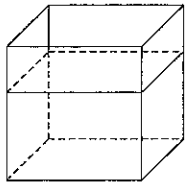
____ 5. Which is a sketch of the cross section of a square pyramid that is cut parallel to its base? Describe the cross section.

a.



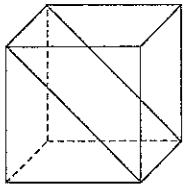
The cross section is a triangle.

b.



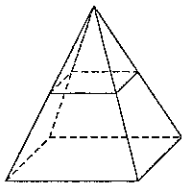
The cross section is a square.

c.



The cross section is a rectangle.

d.

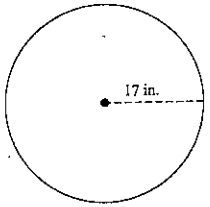


The cross section is a square.



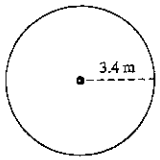


____ 6. Find the circumference of the circle to the nearest tenth. Use 3.14 for $\pi$.




a. 2849.4 in.
b. 53.4 in.
c. 907.5 in.
d. 106.8 in.

____ 7. Find the area of the circle to the nearest tenth. Use 3.14 for $\pi$.




a. 114 $m^2$
b. 36.3 $m^2$
c. 145.2 $m^2$
d. 21.4 $m^2$

____ 8. Find the area of a circle with diameter 31.6 cm, both in terms of $\pi$ and to the nearest tenth. Use 3.14 for $\pi$.
a. $A = 249.64\pi \text{ cm}^2 \approx 783.9 \text{ cm}^2$
b. $A = 63.2\pi \text{ cm}^2 \approx 198.4 \text{ cm}^2$
c. $A = 31.6\pi \text{ cm}^2 \approx 99.2 \text{ cm}^2$
d. $A = 998.56\pi \text{ cm}^2 \approx 3135.5 \text{ cm}^2$

____ 9. To the nearest tenth, find the area of a circle with a diameter of 18 meters. Use 3.14 for $\pi$.
a. 56.5 $m^2$
b. 254.3 $m^2$
c. 508.7 $m^2$
d. 1,017.4 $m^2$

____ 10. A circle has a diameter of 32 in. Find the circumference of the circle to the nearest tenth. Use 3.14 for $\pi$.
a. 12.6 in.
b. 25.1 in.
c. 50.2 in.
d. 100.5 in.