

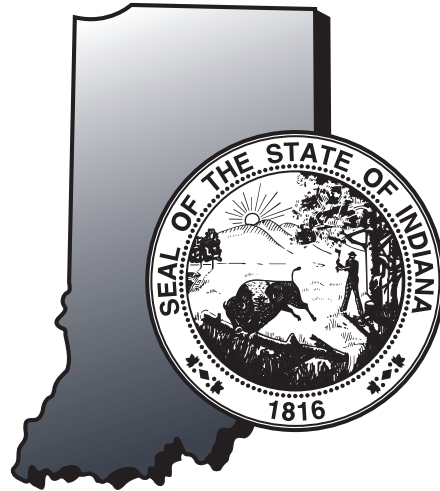
ISTEP+

Indiana Statewide Testing for Educational Progress—Plus

Part 1 Practice Test

Grades 7–8

Mathematics • English/Language Arts • Social Studies



Indiana Department of Education

Copyright © 2015 by State of Indiana Department of Education.

Name _____

2706799

Tips for Doing Your Best

Here are some suggestions to help you do your best:

- Be sure to listen to and read all the directions in the test book. If you do not understand any of the directions, ask your teacher to explain them to you.
- Read each question carefully. Work carefully, but do not work too long on one question. If you do not know an answer, relax and think about it for a moment.
- When answering a question that asks for a written answer, think about what you want to say before writing your answer.
- Relax and just do your best. Do not worry about how others are doing.



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2015 by State of Indiana Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Indiana Department of Education.

Printed in U.S.A.
1 2 3 4 5 FPG 17 16 15

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, you may use a calculator to solve problems in the test.

NOTE: A correct answer **CANNOT** receive full credit if no work is shown.

Since you may receive partial credit for all problems in this test, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- **show all the steps needed to solve the problem**
- **make your handwriting clear and easy to read**
- **write the answer on the answer line**

As you complete each problem, remember to

- READ** the problem carefully
- PLAN** how to solve the problem
- SOLVE** the problem showing all steps
- CHECK** your work

Go On 

Session 1: Mathematics



- 1** A restaurant increases the price of a glass of juice from \$2.60 to \$2.99. A customer states that the percent of increase for a glass of juice is 39%; however, the customer is incorrect.

Part A

What error did the customer likely make to determine the percent of increase?

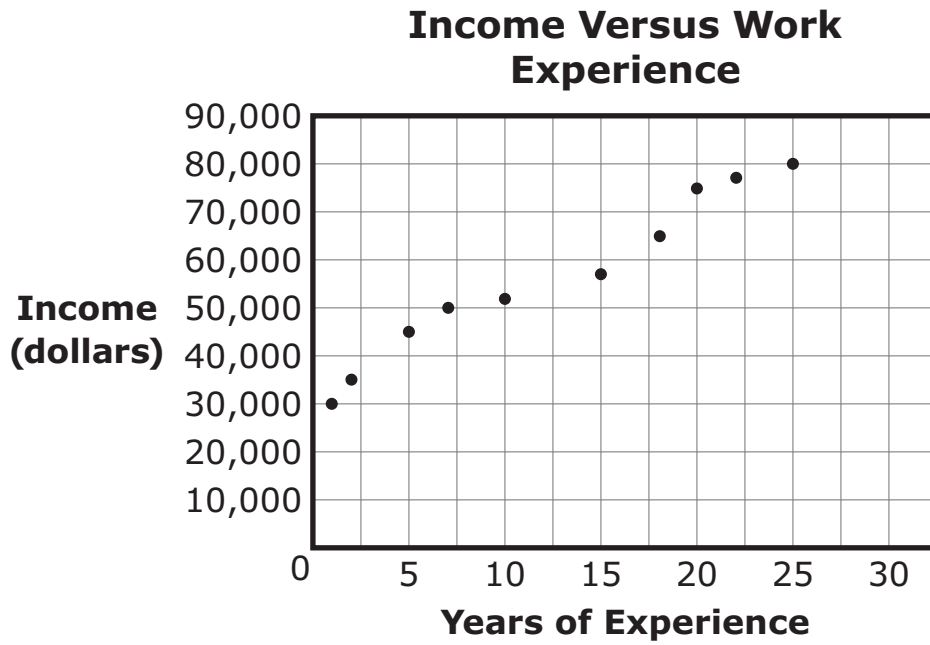
Part B

What is the correct percent of increase of a glass of juice?

Show All Work

Answer _____ %

- 2 The scatter plot shows data relating the average yearly income of consultants to the number of years of work experience.



Part A

Describe the relationship between the number of years of work experience and the average yearly income of consultants.

Part B

On the scatter plot, draw a line that BEST fits the data.

Go On 

Part C

Write an equation that represents the line you drew in Part B.

Equation _____

Part D

Identify the slope and y -intercept in your equation, and describe what they represent in this situation.

Slope _____

y -intercept _____



ATTENTION! Please do not leave your punchouts or reference sheet in this book.

STOP! ----- STOP! ----- STOP! ----- STOP! ----- STOP!



ATTENTION!

**Do NOT go on
until you are
told to do so.**



ATTENTION!

**Do NOT go on
until you are
told to do so.**



Session 2: English/Language Arts



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Directions

Read this article called “The Great Wall of China” and complete Number 1. Then you will complete a writing activity about the article. You may look back at the article as often as you like.

Go On



The Great Wall of China

1 The Great Wall of China is the longest human-created object on Earth. Although some of us imagine the Great Wall as a single, continuous wall, the term “The Great Wall” actually refers to many different segments of walls of varying length that were constructed from roughly 700 BC until our present day. The majority of these walls were built in Northern China and were constructed as barriers against tribes attacking southern China from the north. The longest segment of the Great Wall—completed toward the end of the Ming Dynasty (1368–1677)—included watchtowers and cannons for protection against enemies. During this time, the emperor greatly lengthened the wall throughout many Chinese provinces, including what is now Beijing, China’s capital city. He also ordered that three segments of the Great Wall should be connected together to provide southern China with better protection.

2 The connection of these walls transformed them into *the* “Great Wall of China,” and it has become symbolic of both the Chinese people and their culture. To those living in the West it is the most recognizable Chinese cultural artifact in existence. Many Chinese people see the Wall as a representation of their strong willpower in the face of extraordinary hardship.

3 Despite its importance to the Chinese, many parts of the Great Wall have fallen into disrepair. Much of this was due to erosion caused by ordinary weather cycles, primarily because the Wall was often constructed from whatever natural materials (such as soil and wood) happened to be near the part of the wall being constructed. In some areas, roadways have cut through portions of the Great Wall, while rocks taken from decaying sections of the wall may have been used by peasants to construct houses. In other areas, the Great Wall is continuously deteriorating because it has not been maintained for hundreds of years. It is estimated that only 30% of the Great Wall remains in good condition. Fortunately for visitors, one long section near Beijing was rebuilt about 60 years ago and it is now the most popular section of the Great Wall.

4 The Great Wall of China is considered one of the most magnificent human-built structures on Earth. Thousands of people dedicated their entire lives to building its many parts, likely without ever knowing what

the Great Wall would eventually become. Although its evolution from many smaller separate walls into one impressive long, single wall was only gradually achieved by the Chinese people, the Great Wall has a lesson to teach everyone: A monument such as The Great Wall of China might have once been symbolic of a divided nation, but since has become a symbol of unity.

-
- 1** Describe how the author supports the claim that the Great Wall “has become symbolic of both the Chinese people and their culture.” Support your answer with details from the article.

- 2** You have just read an article about The Great Wall of China. Using details from the article, write an essay that shows how the history of the Great Wall helps to explain why it has become a symbol to the Chinese people and the rest of the world.

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.

Go On 

Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

Prewriting/Planning



Use the Editing Checklist on page 15. Check your essay for correct grammar, spelling, punctuation, and capitalization. **Remember, your essay should be well organized.**

Now check your writing using this Editing Checklist.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Copyright © 2015 by State of Indiana Department of Education.

STOP! - - - - **STOP!** - - - - **STOP!** - - - - **STOP!** - - - - **STOP!**



ATTENTION!

**Do NOT go on
until you are
told to do so.**



ATTENTION!

**Do NOT go on
until you are
told to do so.**



Session 3a: English/Language Arts

Directions

For this part of the test, you will read two poems. You will read the first poem and answer a question about it. Then you will read a second poem and answer a question about both poems. You may look back at the poems as often as you like.



The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
5 To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
10 Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
15 I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
20 And that has made all the difference.

1 Which lines from the poem BEST help develop the theme?

- "And be one traveler, long I stood/ And looked down one as far as I could"
- "Though as for that the passing there/ Had worn them really about the same,"
- "Yet knowing how way leads on to way,/ I doubted if I should ever come back"
- "Two roads diverged in a wood, and I—/ I took the one less traveled by,"



Directions

Read this poem called “If . . .” and complete Number 2, which will ask you about this poem and the last poem, “The Road Not Taken.” You may look back at the poems as often as you like.

If . . .

by Rudyard Kipling

- If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
5 If you can wait and not be tired by waiting,
Or being lied about, don’t deal in lies,
Or being hated, don’t give way to hating,
And yet don’t look too good, nor talk too wise:
- If you can dream—and not make dreams your master;
10 If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you’ve spoken
Twisted by knaves to make a trap for fools,
15 Or watch the things you gave your life to, broken,
And stoop and build ’em up with worn-out tools:
- If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
20 And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,

And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

25 If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute

30 With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

2 Which sentence BEST describes how the poems "The Road Not Taken" and "If . . ." develop the theme of choice differently?

- "The Road Not Taken" reflects on a past decision, while "If . . ." offers advice about possible future experiences.
- "The Road Not Taken" describes the outcome of an unplanned decision, while "If . . ." explains the importance of careful planning.
- "The Road Not Taken" explains regret about a past decision, while "If . . ." emphasizes the importance of making popular decisions.
- "The Road Not Taken" creates a feeling of sadness about a missed opportunity, while "If . . ." represents feelings of hope for future greatness.

STOP! - - - **STOP!** - - - **STOP!** - - - **STOP!** - - - **STOP!**

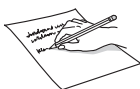


ATTENTION!

**Do NOT go on
until you are
told to do so.**



Session 3b: English/Language Arts



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Directions

Here are the poems “The Road Not Taken” and “If” You have already read these poems and answered some questions about them. Now read the writing prompt and complete the writing activity. You may look back at the poems as often as you like.

Go On



The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
5 To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
10 Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
15 I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
20 And that has made all the difference.

If . . .

by Rudyard Kipling

- If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
- 5** If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:
- If you can dream—and not make dreams your master;
10 If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
- 15** Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:
- If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
- 20** And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

Go On 

25 If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute

30 With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

3 You have read two poems about making choices. Write an essay comparing how BOTH speakers respond to important decisions in life.

Be sure to include

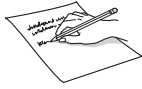
- an explanation of BOTH speakers' points of view
- an explanation of how each poem uses language to convey each speaker's thoughts
- an introduction, a body, and a conclusion for your essay

Use the following Prewriting/Planning page to help you plan your writing. Then write your final draft on the lined pages.

Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

Prewriting/Planning





Use the Editing Checklist on page 32. Check your essay for correct grammar, spelling, punctuation, and capitalization. **Remember, your essay should be well organized.**

Lined writing area consisting of approximately 25 horizontal lines.

Copyright © 2015 by State of Indiana Department of Education.



Lined writing area consisting of 30 horizontal lines.

Now check your writing using this Editing Checklist.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.



STOP! - - - **STOP!** - - - **STOP!** - - - **STOP!** - - - **STOP!** - - -

ATTENTION!

**Do NOT go on
until you are
told to do so.**



ATTENTION!

**Do NOT go on
until you are
told to do so.**



Session 4: Social Studies

1 Give TWO different reasons rivers were important to the development of early civilizations.

1) _____

2) _____

2 The table below lists five major world religions and religious terms that are associated with some of the religions.

Study the information in the table.

Religions	Terms
Buddhism	Hajj
Christianity	Jesus
Hinduism	Karma
Islam	Koran (Qur'an)
Judaism	Mohammed
	Monotheism
	Moses
	New Testament
	Nirvana
	Polytheism
	Reincarnation
	Torah

Go On 

Choose FOUR of the religions from the list. For each religion, write TWO terms from the list that are associated with it. Some terms may be used for more than one religion.

Religion: _____

Terms:

1) _____

2) _____

Religion: _____

Terms:

1) _____

2) _____

Religion: _____

Terms:

1) _____

2) _____

Religion: _____

Terms:

1) _____

2) _____



**DO
NOT
MARK
ON THIS
PAGE**

Copyright © 2015 by State of Indiana Department of Education.

**DO
NOT
MARK
ON THIS
PAGE**



CTB

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703

Part 1 Practice Test

Mathematics • English/Language Arts • Social Studies

Grades 7–8

Copyright © 2015 by State of Indiana Department of Education.