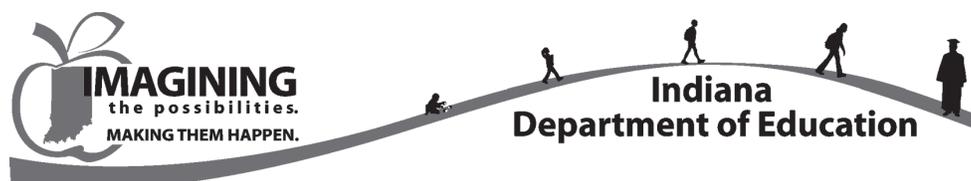


# ***ISTEP+*** Spring 2014

Indiana Statewide Testing for Educational Progress Plus

Mathematics • English/Language Arts • Social Studies  
**Grade 7**

Web Version



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

**Acknowledgments:** CTB is indebted to the following for permission to use material in this book.

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PAGE**

# Session 1

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If you see this symbol, you may use your reference sheet to help solve the problem.



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

DO NOT WRITE HERE ↓



**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



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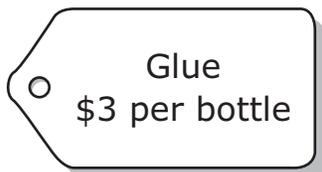
# Session 1: Mathematics

**1** Mr. James buys boxes of craft sticks for his students. Each box contains 150 craft sticks. He needs 860 craft sticks for a class project. Mr. James is also purchasing 490 sticks for another teacher.

Write an equation that can be used to determine the number of boxes of craft sticks,  $b$ , Mr. James needs to buy.

**Equation** \_\_\_\_\_

In addition to the craft sticks, Mr. James orders 6 bottles of glue, 3 sets of paints, and 24 paintbrushes. Mr. James uses the prices below to determine the cost of his purchase.



Mr. James has a budget of \$200 for this purchase.

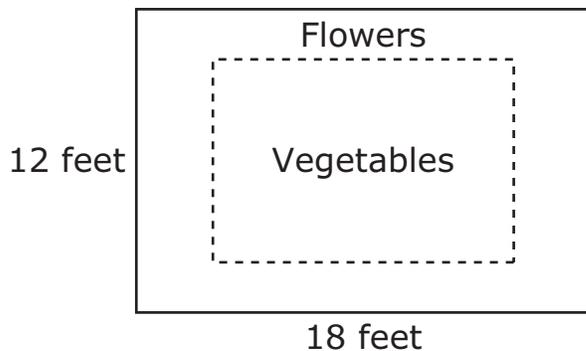
How much money will Mr. James have remaining after all the supplies have been purchased?

**Show All Work**

**Answer** \$ \_\_\_\_\_

**Go On**

- 2** Shane has a rectangular garden that measures 12 feet by 18 feet. Within his garden, he has a rectangular area where he plants vegetables, as represented by the dotted line in the diagram below.



The two rectangles are similar. The perimeter of the inner rectangle is  $\frac{2}{3}$  the perimeter of the outer rectangle.

What are the dimensions, in feet, of the inner rectangle?

**Show All Work**

**Answer** \_\_\_\_\_ feet by \_\_\_\_\_ feet

**Go On**



## Session 1

Shane buys border to go around the perimeter of both rectangular areas.

For the vegetable garden, the border is sold in 4-foot sections that cost \$3 per section. For the flower garden, the border is sold in 3-foot sections that cost \$5 per section.

What is the total cost of the border for both areas? Do NOT include tax.

**Show All Work**

**Answer** \$ \_\_\_\_\_



- 3** The original price of 1 pair of blue jeans at clothing store A is \$25. Clothing store A is using the sale described below for its blue jeans.

Buy 1 pair and get the 2nd pair 30% off the original price.

How much would it cost to buy 2 pairs of blue jeans at clothing store A?  
Do NOT include tax.

**Show All Work**

**Answer \$** \_\_\_\_\_

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↓

**Go On**



# Session 1

The original price of 1 pair of blue jeans at clothing store B is also \$25. Clothing store B has the jeans on sale for 20% off each pair.

Determine which store offers the lower price for 2 pairs of jeans. Be sure to justify your answer by stating the total cost of the jeans at both stores. Do NOT include tax.

## Show All Work

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**4** Sara follows these two steps to prepare a roast:

1. Preheat the oven for 10 minutes.
2. Place roast in oven and cook for 20 minutes per pound.

Last week, it took a total of 90 minutes for Sara to prepare a roast.

Write an equation that can be used to determine the weight ( $w$ ), in pounds, of the roast Sara prepared.

**Equation** \_\_\_\_\_

What was the weight, in pounds, of the roast Sara prepared?

**Show All Work**

**Answer** \_\_\_\_\_ pounds

**Go On**



# Session 1

Sara served potatoes with her roast. She bought  $\frac{1}{3}$  pound of potatoes for each pound of roast. Potatoes cost \$0.87 per pound. The roast cost \$5.99 per pound.

How much did Sara spend on the potatoes and roast? Do NOT include tax.

## Show All Work

Answer \$ \_\_\_\_\_

This week, Sara starts to prepare an 8-pound roast at 3 P.M. Once the roast is out of the oven, she lets it cool for 15 minutes.

On the lines below, explain how to determine whether this roast will be ready to serve at 6 P.M. Use words, numbers, and/or symbols to justify your answer.

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



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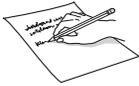
**Do NOT go on  
until you are  
told to do so.**



**ATTENTION!**

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





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.

DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↓

Go On



# Session 2: English/Language Arts

## 1 Connecting Teens and Seniors

Read the writing prompt below and complete the writing activity.

Activities that promote a connection between teenagers and senior citizens are gaining popularity across the nation. In New York, for example, a group of teens and senior citizens created and performed a play.

What are the benefits of pairing older and younger people? What activities could your school provide to bring teens and senior citizens together in a positive way?

Write a persuasive essay to your principal proposing an activity that would involve senior citizens and students at your school. Describe the activity in detail and explain the benefits of the activity for the school, the students, and the senior citizens.

Be sure to include

- a clear description of the activity
- an explanation of the benefits of the activity for the school, the students, and the senior citizens
- an introduction, a body, and a conclusion to your persuasive essay

Go On



## Session 2

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

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Go On











**ATTENTION!**

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



# Session 3: 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

For Session 3, you will read a story called “The River Guide” and complete Numbers 1 through 3. You may look back at the story as often as you like. Then you will complete a writing activity.

Go On



# The River Guide

by Roderick J. Robison



Pedro’s father turned on the bedroom light. “Wake up,” he whispered. “Your brother is not feeling well, and I need you to take his place on the river this morning.”

“Yes, Father,” replied Pedro as he wiped the sleep from his eyes.

He quickly dressed and downed a breakfast of papaya slices, sweet bread, and passionfruit juice. Full of excitement, he walked outside into the grayness of the predawn and followed his father down the trail to the tea-colored São Francisco River, the largest river in northeastern Brazil.

Wisps of mist hovered over the water, and a white egret<sup>1</sup> lifted off the riverbank. At the small dock, six pescadores<sup>2</sup> were already milling around the two aluminum outboard motorboats tied to the pilings.

“Good morning,” Pedro’s father greeted the fishermen.

A number of guides along the river catered to vacationing fishermen, and Pedro’s father and older brother, Marcos, were two of the best. They had an uncanny knack for finding fish. Many of their customers returned year after year; these six were among them.

<sup>1</sup>**egret:** a small, mostly white bird that has long drooping ornamental feathers

<sup>2</sup>**pescadores:** Spanish word for fishermen

It was a proud day for Pedro . . . his big chance. He'd wanted to be a guide like his father and brother for as long as he could remember. Today would mark his first trip as a river guide.

Pedro and his father gassed the outboard motors and sorted tackle while the tallest of the pescadores, Senhor Pereira, divided the group and assigned three men to each boat. He seemed to be the spokesman for the party. After everyone had boarded, Senhor Pereira hopped into the bow of Pedro's boat. He raised his eyebrows at the sight of a boy in the stern.

"Where is Marcos?" he asked. "I thought he would be guiding us."

"Marcos is ill today," Pedro's father replied. "My younger son will be taking his place."

"He is just a boy," said Senhor Pereira. "We were expecting an experienced guide. We're paying you a lot of money."

"You won't be disappointed," assured Pedro's father. "My son knows the river very well." It was true. Pedro had grown up along the riverbank. He fished nearly every day and was familiar with the river's many eddies,<sup>3</sup> riffles,<sup>4</sup> and coves.

"H'm." Senhor Pereira frowned.

The pride Pedro had felt minutes before suddenly vanished to be replaced by nervousness, a nervousness that came with his new responsibility. He would need to find fish for the pescadores—a lot of fish. In the past, when he'd gone out on his own, it did not matter if the fish were scarce. Today was different. One bad trip would mean the loss of paying customers and much-needed income. There were many other guides to choose from along the river.

Pedro and his father pulled the motors to life and cast off. Following his father's lead, Pedro nosed his boat out into the middle of the water. The two of them steered the boats upstream, side by side. The sun was just beginning to show over the trees to the east.

Pedro's father signaled that he was heading to the right, toward an eddy by the river's bank. Pedro nodded and continued motoring upstream.

"Shouldn't we follow him?" Senhor Pereira inquired.

"We could," replied Pedro, "but I have another spot in mind."

"I hope you know what you're doing."

<sup>3</sup>**eddies:** small whirls in the water

<sup>4</sup>**riffles:** an area of rough water caused by submerged rocks or a sandbar

So do I, Pedro thought to himself.

Three miles farther upstream, Pedro slowed down. A few moments later, he turned off the motor, and the boat drifted toward the water below a dam. No other fishermen were in sight.

"Your brother took us into the coves the last time," shouted Senhor Pereira over the thunder of the water. "The same coves you passed by on the way here. That's where we got our fish last trip. This water is too rough!"

"The coves are good when the conditions are right," Pedro replied. "But the water is lower than usual right now, and the fish in the coves will be skittish. The swifter current here should be in our favor. It will churn the bait and attract fish."

"Time will tell," said Senhor Pereira.

Yes it will, Pedro thought, praying that his hunch would prove accurate. Catching fish was never a sure thing. Pedro's days as a river guide would be short-lived if they didn't find some fish soon. He'd been asking his father to let him help guide on the river for so long. Until today, the answer had always been "You are still too young."

Pedro dropped the anchor, and the pescadores baited up. Soon three lines were in the water. Pedro studied the rod tips . . . and the scowl on Senhor Pereira's face. Several minutes passed without a strike. Senhor Pereira grew increasingly impatient, his face reddening.

"I say we try one of the coves," he bellowed. "There's nothing biting—"

At that moment, the tip of Senhor Pereira's rod bobbed, and then pulsated under the strain of a heavy fish. The man's face creased in a grin. As he reeled in, the other two pescadores' rods pulsated too. All three had suddenly caught fish! For the next two hours the men hauled in long-whiskered cascudos. Even Pedro couldn't believe how big the catfish were.

Back at the dock that afternoon, Pedro discovered that his boat was the more successful of the two—far more successful. Senhor Pereira proudly displayed his stringer of fish to the others and raved about his guide.

That night at the dinner table, Pedro's father said, "I think there's going to be a problem the next time those six pescadores come."

"Oh?" replied Pedro, confused. He thought everything had turned out so well.

"Yes," his father continued with a grin. "All six of them want to go in your boat next time!"



1 What events in the story demonstrate Senhor Pereira’s changing opinion of Pedro? Support your answer with details from the story.

Horizontal lines for writing the answer to question 1.

2 How does the author show that Pedro’s father is confident his son will be an effective guide? Support your answer with details from the story.

Horizontal lines for writing the answer to question 2.

3 One of the themes in “The River Guide” is the importance of believing in oneself. Explain how Pedro shows that he believes in himself. Support your answer with details from the story.

Horizontal lines for writing the answer to question 3.

Go On 

4

Read this article about a young woman who chased an unlikely dream of becoming a boxer. Then complete the writing activity that follows.

Camilla Smith’s father had taught her that girls could do anything that boys could. When she was 13, she asked her father if she could take boxing lessons. Little did she know that her decision would eventually lead her to qualify as a member of the United States Olympic women’s boxing team.

When she was 16, Camilla competed at the Olympic trials for women’s boxing. Her qualification match was against a United States champion, but Camilla didn’t let that bother her. She stayed calm and focused throughout the match and ended up winning the title of Outstanding Fighter. Camilla credits her confidence and determination for her success as a boxer. With her fighting spirit, it is likely that Camilla will have a long and successful career as a boxer.

Camilla was successful in part because of her confidence and determination. Write about a person, real or imaginary, who has been successful because he or she possesses these same qualities.



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

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Go On





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

Lined writing area with 20 horizontal lines.

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Lined writing area with 15 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!** - - - -

**ATTENTION!**

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



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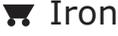


# Session 4: Social Studies

- 1 The map below shows some natural resources in Asia that are used in manufacturing industries.

**Some Natural Resources of Asia 2006**



| KEY   |        |
|---|--------|
|  | Coal   |
|  | Gold   |
|  | Copper |
|  | Iron   |
|  | Oil    |



## Session 4

The economy of Japan relies heavily on manufacturing. Using information from the map, identify a resource that Japan would need to buy from another country in order to engage in manufacturing. Explain how this resource would support manufacturing.

Resource needed: \_\_\_\_\_

How this resource would support manufacturing: \_\_\_\_\_

Based on the information on the map, explain why it is important for Japan to trade with other countries in order to engage in manufacturing.

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**2** Look at the chart below.

**Gross Domestic Product (GDP) and Literacy Rates  
of Some Countries in Africa**

| Country      | GDP per Capita* | Literacy Rate |
|--------------|-----------------|---------------|
| Egypt        | \$6,500         | 71.4%         |
| South Africa | \$11,000        | 86.4%         |
| Sudan        | \$3,000         | 61.1%         |

Source: *CIA, The World Factbook, 2011*

\*GDP per capita is the Gross Domestic Product per person.

According to the information in the chart, which country MOST LIKELY has the highest standard of living?

---

Explain why this country has the highest standard of living.

---

---

Explain ONE way a country could improve its standard of living besides increasing educational opportunities for citizens.

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**Go On**



3 Look at the timeline below.

The Philippines' Road to Independence



\*Filipinos: people of the Philippines

According to the timeline, both the United States and Japan controlled the Philippines at different times during the 1940s. Why were the Philippines important to Japan and/or the United States during this time period?

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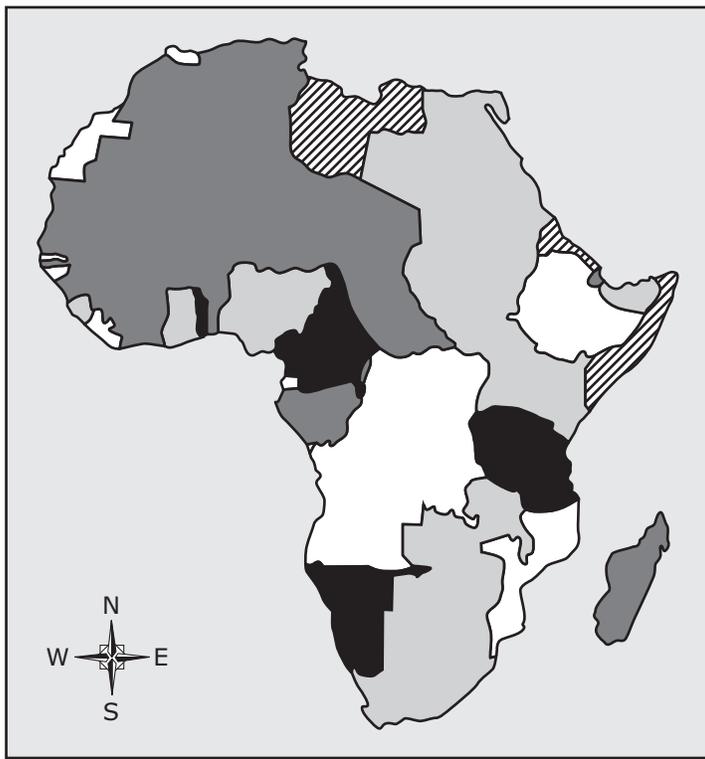
According to the timeline and what you have learned, why was achieving independence MOST LIKELY a positive experience for Filipinos?

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**4** The map below shows European colonies in Africa.

**European Colonies in Africa—1914**



| KEY     |               |
|---------|---------------|
| France  | Great Britain |
| Germany | Italy         |
| Other   |               |

Explain TWO different reasons European countries colonized Africa.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**Go On**

## Session 4

Describe TWO different effects of European colonization of Africa.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

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



# Applied Skills Assessment

Mathematics • English/Language Arts • Social Studies

## Grade 7

