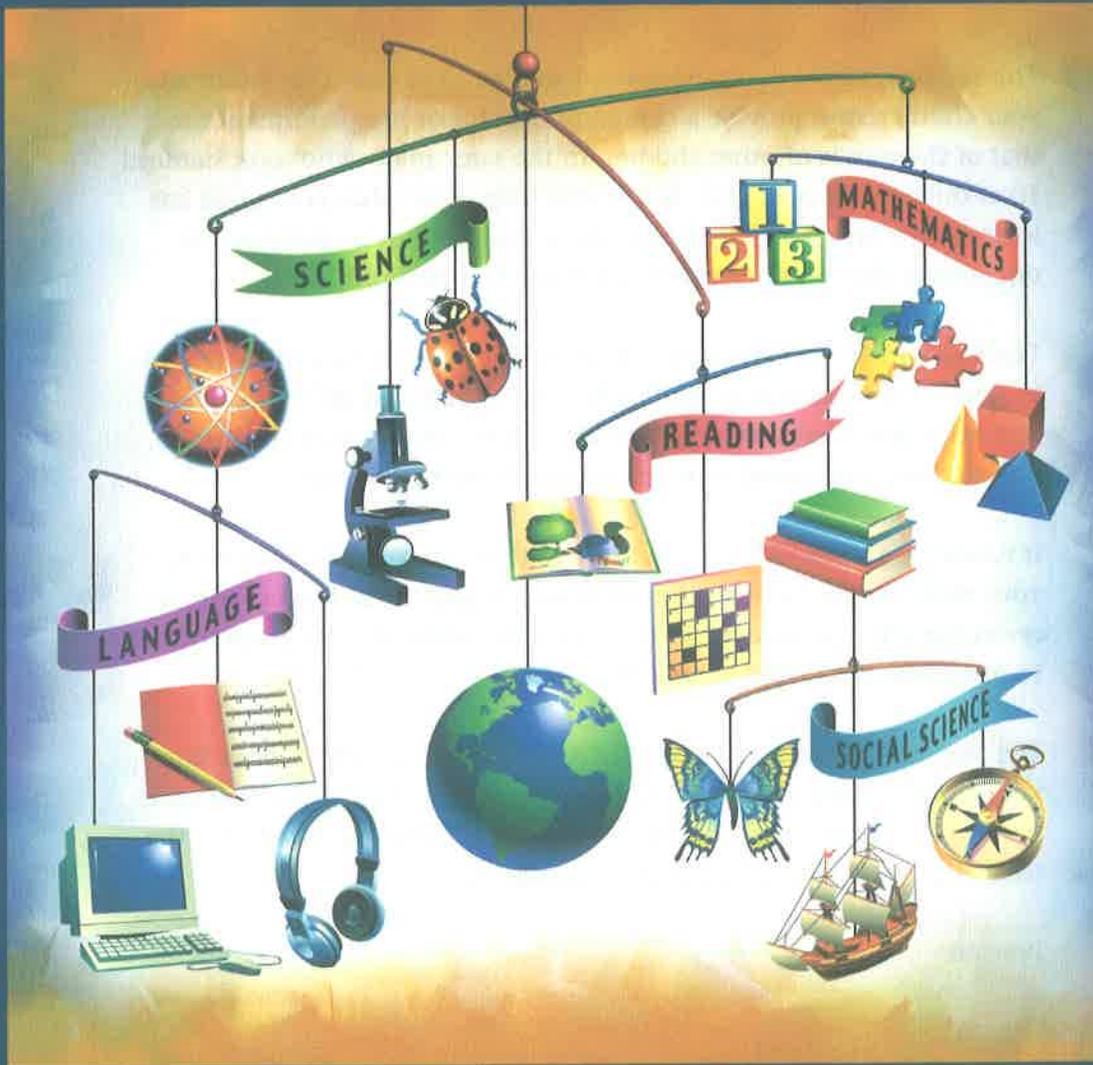


ADVANCED 1/2



# Preview for Parents

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015-4769-06-1

## SAT10 Parent Review Grades 7-8

Dear Parents,

Within the next few weeks, your child will be taking the *Stanford Achievement Test, Tenth Edition* (Stanford 10).

The Stanford 10 is a norm-referenced standardized test. This means that your child's scores provide a comparison of his or her performance to that of thousands of other children in the same grade who took Stanford 10 at the same time of year. The results help show what your child has learned and what your child has not yet mastered. It is important to understand that no one "passes" or "fails" the Stanford 10.

The Stanford 10 includes many of the subjects that your child is taught in school. Some sample questions have been included in this booklet. You will notice that several answer choices are given for each question. The student is supposed to select and mark the best answer.

It would be a good idea for you to share these sample questions with your child so that he or she knows what to expect. The teacher will be reviewing other sample questions before the Stanford 10 is given in order to make sure your child knows what to do.

The Stanford 10 can give only certain kinds of information about how your child is doing in school. To get a more complete picture, you also need to know how your child does with daily classwork, other tests the teacher gives, homework, and other activities.

Pearson

# Reading



At the Advanced 1 and 2 levels, there are two Reading subtests: Reading Vocabulary and Reading Comprehension. Reading Vocabulary measures the ability to recognize synonyms, to use context clues to figure out the meaning of an unknown word, and to determine a specified meaning of a word that has multiple meanings. Reading Comprehension measures the ability to understand various types of printed material such as stories, poems, textbook-like selections, directions, and advertisements.

Students taking the Stanford 10 at these levels will mark their answers on a separate answer folder.

## Reading Vocabulary

**DIRECTIONS:** Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

1

Claudia enjoys cerebral activities such as playing chess, reading books, and writing poetry.  
Cerebral means —

- A** vigorous
- B** artistic
- C** intellectual
- D** foolish



## Reading Comprehension

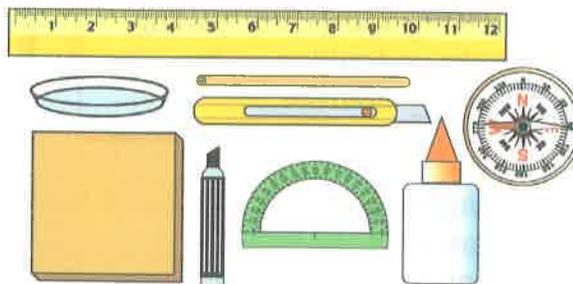
**DIRECTIONS:** Read the passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.

### How to Make a Sundial

Long before clocks and watches were invented, people told time with an instrument called a sundial. The earliest sundials were created long ago by the Egyptians. A sundial shows the time of day by the position of the sun's shadow. As the sun moves across the sky, the shadow moves and marks the passage of time. Follow these instructions to make your own sundial. It makes a nice addition to a garden, porch, or balcony.

#### Materials:

- Plastic saucer, the kind used underneath a flower pot (available at garden shops)
- Square of wood, slightly larger than the saucer
- Wooden dowel, 5 inches long
- Ruler
- Permanent marker
- Glue
- Craft knife
- Protractor
- Compass



1. Glue the saucer, upside down, onto the square of wood. Let it dry. The wood will make a sturdy base.
2. Carefully poke a hole in the center of the saucer with a craft knife. Use a protractor to guide the dowel into the hole at a 45-degree angle.
3. Place the sundial in a sunny spot. Use a compass to help you point the dowel south.
4. Each hour on the hour, use the ruler and the marker to draw a straight line where the shadow falls on the saucer. Then write the time next to the line. Mark a line on your sundial for every hour from sunrise until it gets dark. You will have to get up early one morning to mark the time when the sun first rises.
5. Now you can use your sundial to tell the time. The sun will cast a shadow across the sundial. Read the time closest to the shadow.



## Reading Comprehension (continued)

2

Why does the author number some of the sentences?

- A** To show which steps are most important
- B** To provide a time frame for completing the project
- C** To indicate there are different ways to build a sundial
- D** To show the order in which the steps should be followed

3

Which of these is an *opinion* in the article?

- A** Carefully poke a hole in the center of the saucer.
- B** It makes a nice addition to a garden, porch, or balcony.
- C** Follow these instructions to make your own sundial.
- D** The sun will cast a shadow across the sundial.



Two subtests measure how well students understand mathematics: 1) Mathematics Problem Solving and 2) Mathematics Procedures. Mathematics Problem Solving measures the skills and knowledge necessary to solve problems in mathematics. Mathematics Procedures measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.

## Mathematics Problem Solving

**DIRECTIONS:** Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer.

4

The student council will be giving prizes during a school assembly. Before the assembly, the council members placed stickers under some of the numbered chairs to determine who would win prizes. They used the following rules to know where to put the stickers. Counting from chair number one:

- Place a green prize sticker under every 6th chair.
- Place a blue prize sticker under every 8th chair.
- Place a red prize sticker under every 10th chair.

Which number should be on the chair that will be the first to get a green sticker, a blue sticker, *and* a red sticker?

- 240                  120                  80                  60  
**A**                      **B**                      **C**                      **D**

5

What value of  $n$  makes this equation a true statement?

$$n + 32 = -5$$

- A** 37  
**B** 27  
**C** -27  
**D** -37

6

Which type of polygon can be drawn to contain *only* obtuse angles?

- A** Octagon  
**B** Trapezoid  
**C** Triangle  
**D** Rectangle



## Mathematics Procedures

**DIRECTIONS:** Read the question or problem carefully. Then answer the question or work the problem. Mark the space for your answer.

7

Kim made a large batch of snack mix. The recipe called for  $5\frac{3}{8}$  cups of mini-pretzels and  $13\frac{1}{4}$  cups of corn cereal.



How many cups of these two ingredients does the recipe call for in all?

- A  $8\frac{1}{8}$
- B  $18\frac{1}{3}$
- C  $18\frac{5}{8}$
- D  $19\frac{1}{3}$
- E  $19\frac{5}{8}$

## Spelling



In the Spelling subtest, students are asked to decide if one of the underlined words in a sentence is misspelled, or if there is no mistake.

**DIRECTIONS:** Read the sentence carefully. If one of the words in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, then mark the space for No mistake.

8

My criticism is not meant to be malishous. No mistake.

- A                      B                      C                      D

# Language



The Language subtest measures students' ability to use punctuation and capitalization, correct pronoun and verb forms, and other parts of speech. It also measures students' ability to identify correctly and effectively formed sentences, to include and organize appropriate material in a paragraph, and to combine sentences effectively.

**DIRECTIONS:** Read the sentence. Look at the underlined words. There may be a mistake in punctuation, capitalization, or word usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*.

**DIRECTIONS:** Read the group of words in the box. There may be a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose *Correct as is*.

9

Running after the bus, I slipped on the sidewalk.

- A after the bus. I slipped
- B after the bus I slipped
- C after the bus I slipped,
- D *Correct as is*

10

I would do well in the show is what Mr. Stephens told me that he thought.

- A Mr. Stephens told me that he thought I would do well in the show.
- B Mr. Stephens, he told me that he thought I would do well in the show.
- C He thought I would do well in the show, told me Mr. Stephens.
- D *Correct as is*



**DIRECTIONS:** Read the paragraph. Then read the question that follows the paragraph. Choose the correct answer. Then mark the space for the answer you have chosen.

## **Needed: Cold Drinks**

Dear Mr. Bell:

We are in need of ten cases of soft drinks for the Summer Cleanup. It will be held at Marwood Park. The Kids' Club is sponsoring this project. On Saturday, August 5, we will be picking up litter in the park and from the streets surrounding it. To date, 75 volunteers have registered. Winston's Grocery Store is providing other refreshments. Could the Bell Bottling Company help us with the drinks? Thank you for considering this request.

Sincerely,  
Margarita Ramos  
Chairperson, Summer Cleanup

**11**

What is the *main* reason this letter was written?

- A** To tell what the Kids' Club will be doing August 5
- B** To encourage people to keep the park and streets clean
- C** To ask for assistance with a community project
- D** To gather people to help with the Summer Cleanup



The purpose of this subtest is to measure the student's ability to understand basic concepts of the physical, life, and earth and space sciences, as well as concepts about the overall nature of science.

**DIRECTIONS:** Read each question and choose the best answer. Then mark the space for the answer you have chosen.

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Which of the following is powered by the energy transfer shown above?

- A** Plate tectonics
- B** The water cycle
- C** Earth's magnetic field
- D** Sedimentation in the ocean



The student's understanding of key concepts in four social science disciplines is measured: history, geography, political science, and economics.

**DIRECTIONS:** Read the question and choose the best answer. Then mark the space for the answer you have chosen.

13

Some archaeologists believe the first people to live in North America came from Asia. Which of the following may have helped them form this belief?

- A** The discovery in North America of simple tools that were like others found in Asia
- B** Stories about the trip from Asia that were passed on by word of mouth
- C** Traditional Native American dress that looks like costumes found in Asia
- D** The finding of Chinese language characters carved into North American cave walls

# Listening



The Listening subtest has two parts. The Listening Vocabulary section measures the student's knowledge of the meaning of words. The Listening Comprehension section is a measure of the student's ability to understand, interpret, and critically analyze information that has been heard.

The teacher reads aloud the text that appears in the shaded boxes.

**DIRECTIONS:** Listen carefully to the question that is read to you. Choose the best answer. Then mark the space for the answer you have chosen. Listen. Here is a story about an *intrepid* detective. Intrepid means—A *shrewd* . . . B *fearless* . . . C *clumsy* . . . D *ambitious*.

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- A** shrewd
- B** fearless
- C** clumsy
- D** ambitious



**DIRECTIONS:** Listen carefully to the paragraph that is read to you. You may take notes on your scratch paper if you wish. Then, listen to each question about the paragraph. Choose the best answer, and mark the space for the answer you have chosen.

On the first day of April, Khoi opened his locker before school as he always did, to get his books for his first period class. As soon as he swung the door open, he was bewildered. His books and folders were not in his locker! Instead, he saw a mirror on the door of the locker and someone else's things inside. His pennant for his favorite baseball team was not there, but a picture of a sports star was hanging in the locker.

Khoi was mystified. Had he opened somebody else's locker? No, he had used his own combination to open it. Still, he checked the number on the outside of his locker, just to be sure. It was definitely his locker. This was very strange.

Just as Khoi grew more and more confused, three of his friends jumped out from a nearby classroom. "April Fool!" they shouted. Khoi began to laugh. They had switched all of the things in his locker as an April Fool's joke. They had really tricked him, but Khoi was already thinking of jokes he could use to get them back.

The speaker probably thinks that the listener already knew that—*A April 1st is a day when some people play practical jokes . . . B Khoi likes sports . . . C people around the world celebrate April Fool's Day . . . D someone had been in Khoi's locker.*

15

- A** April 1st is a day when some people play practical jokes
- B** Khoi likes sports
- C** people around the world celebrate April Fool's Day
- D** someone had been in Khoi's locker

Later, Khoi will probably—*A go home to find his books . . . B ask to be given a new locker . . . C complain to the principal . . . D play a trick on his friends.*

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- A** go home to find his books
- B** ask to be given a new locker
- C** complain to the principal
- D** play a trick on his friends



# Response Key—ADVANCED 1/2

For each question, the correct answer is indicated by its position within the answer options.

SUBTEST	QUESTION #	CORRECT ANSWER
Reading Vocabulary	1	C
Reading Comprehension	2	D
	3	B
Mathematics Problem Solving	4	B
	5	D
	6	A
Mathematics Procedures	7	C
Spelling	8	C
Language	9	D
	10	A
	11	C
Science	12	B
Social Science	13	A
Listening	14	B
	15	A
	16	D

# How to Prepare Your Child to Take the Stanford 10

Here are some things your child can do:

- REST** Get a good night's sleep before taking the Stanford 10.
- EAT** A good breakfast on the morning that you take the Stanford 10 is important. Activities such as those on the Stanford 10 use a lot of energy.
- LISTEN** Listen carefully to the directions the teacher gives and follow them exactly. If you don't understand what to do, ask the teacher to repeat the directions or to explain them again.
- TRY** Do your best. You are not expected to know the answer to every question. Some of the questions may seem hard, but keep trying and don't give up.

Here are some things you can do:

- DISCUSS** Help your child understand that the Stanford 10 provides a chance to show what a student knows about a subject and how the teacher can best help the student to learn. Make sure your child understands that the Stanford 10 scores simply give information. They will not be used to reward or punish students.
- SUPPORT** See that your child keeps up regular study habits, but don't ask for extra study time for the Stanford 10. It covers more schoolwork than can be learned in a few hours.
- RELAX** Reassure your child about the test-taking experience. Students who are calm and sure of themselves do better.

You probably will be hearing from the school about how your child did on the Stanford 10. The school should be able to answer any questions you may have.

ISBN 015-4769-06-1



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