

**LEVEL 14**

# **TEST BEST<sup>®</sup>**

## **ON THE IOWA TESTS OF BASIC SKILLS<sup>®</sup>**

 **STECK-VAUGHN**  
ELEMENTARY • SECONDARY • ADULT • LIBRARY

A Harcourt Company

Iowa Tests of Basic Skills<sup>®</sup> is a trademark of The Riverside Publishing Company. Such company has neither endorsed nor authorized this test-preparation book.

# Test Best

## on the Iowa Tests of Basic Skills

Level 14

### Contents

|   |    |
|---|----|
| Unit 1 Vocabulary .....                   | 1  |
| Unit 2 Reading Comprehension .....        | 3  |
| Unit 3 Spelling .....                     | 13 |
| Unit 4 Language Mechanics .....           | 15 |
| Unit 5 Language Expression .....          | 19 |
| Unit 6 Math Concepts and Estimation ..... | 27 |
| Unit 7 Math Problems .....                | 37 |
| Unit 8 Math Computation .....             | 41 |
| Unit 9 Maps and Diagrams .....            | 47 |
| Unit 10 Reference Materials .....         | 53 |
| Comprehensive Tests .....                 | 63 |
| Answer Sheet .....                        | 93 |

### Acknowledgments

Executive Editor: Diane Sharpe

Project Editor: Janet Jerzycki

Editor: Amanda Johnson

Contributing Author: Jay Comras

Graphics Project Manager: Sheryl Bankford

Production: Go Media, Inc., Austin, Texas

Cover Design: D Childress/Alan Klemp

Illustrators: Sonya Cohen, Holly Cooper, Julie Gomoll, Rachel Matthews, Gwendolyn Manney



In this passage from her autobiography, Helen Keller, who could not see, hear, or speak, describes her first months with her teacher, Anne Sullivan.

The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed, I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand*, and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put a big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is *mug* and "w-a-t-e-r" is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment of tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free!

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.



4 How did Anne Sullivan spell words to the author?

- J With chalk
- K With her voice
- L With her fingers
- M With a doll

5 Why did the author throw her doll on the floor?

- A She disliked the doll.
- B She was tired of the lesson and wanted to go outside.
- C She wanted to hear the doll break.
- D She did not understand what Anne Sullivan was trying to teach her.

6 With which word did the author learn to understand language?

- J Water
- K Mug
- L Pin
- M Doll

7 What does the word "outburst" in the second paragraph mean?

- A A feeling of happiness
- B Pieces of a broken doll
- C A disagreement
- D A sudden show of strong feeling

8 What did the author learn when she and Anne Sullivan went to the well-house?

- J That everything has a name
- K How to spell the word *water*
- L Why she should not break her dolls
- M How to operate the pump

9 What does the author mean when she says that she had gained a "strange, new sight"?

- A She could see shapes and knew that her vision was returning.
- B Learning how to spell the word *water* made her feel guilty.
- C She was able to foretell the future.
- D Language enabled her to understand the world around her.

10 What is the main idea of the fourth paragraph?

- J The author is sorry she broke the doll.
- K Language is important to human thought.
- L The author's life has been changed forever.
- M The author wants to put the doll back together.

11 Which word best describes Anne Sullivan?

- A Patient
- B Lazy
- C Discouraged
- D Inconsiderate

**Answers**

4 J K L M  
5 A B C D

6 J K L M  
7 A B C D

8 J K L M  
9 A B C D

10 J K L M  
11 A B C D

**GO ON**

Level 14



## Lesson 3: Identifying Word Spellings

Directions: Darken the circle for the word that is **not** spelled correctly. Darken the circle for **No mistakes** if all the words are spelled correctly.

**TRY THIS**

Decide which words you know are spelled correctly. Then look at the remaining words to make your choice. Be sure to look at all of the words.

- S1 A anniversary  
 B subscription  
 C campaign  
 D incert  
 E (No mistakes)

**THINK IT THROUGH**

The correct answer is **D**. The word *incert* is spelled incorrectly. The correct spelling is *in-s-e-r-t*. Notice that a *c* is used instead of an *s* in the answer choice. The other choices are spelled correctly.

**STOP**

- 1 A pantomime  
 B contrary  
 C withhold  
 D juvenile  
 E (No mistakes)

- 4 J maroon  
 K defy  
 L recognition  
 M upolster  
 N (No mistakes)

- 7 A ointment  
 B righteous  
 C calamity  
 D garlic  
 E (No mistakes)

- 2 J ecstasy  
 K maximum  
 L consumer  
 M pastel  
 N (No mistakes)

- 5 A baricade  
 B questionnaire  
 C insignificant  
 D patient  
 E (No mistakes)

- 8 J aloof  
 K thorough  
 L scandal  
 M veneer  
 N (No mistakes)

- 3 A eliminate  
 B legibal  
 C poisonous  
 D guidance  
 E (No mistakes)

- 6 J clamor  
 K geometry  
 L fortified  
 M sterling  
 N (No mistakes)

- 9 A poisonous  
 B accessory  
 C analize  
 D calories  
 E (No mistakes)

**STOP**

Level 14

**Answers**

S1 A B C D E    2 J K L M N    4 J K L M N    6 J K L M N    8 J K L M N  
 1 A B C D E    3 A B C D E    5 A B C D E    7 A B C D E    9 A B C D E



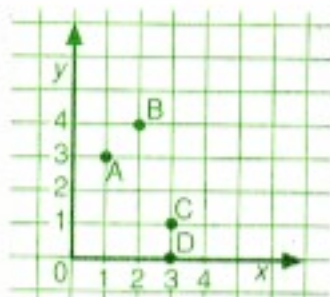
# Lesson 14: Analyzing Graphs

Directions: Darken the circle for the correct answer.

**TRY THIS**

Use the coordinate plane shown to answer each question.

S1



Name the point with coordinates (1, 3) in the figure.

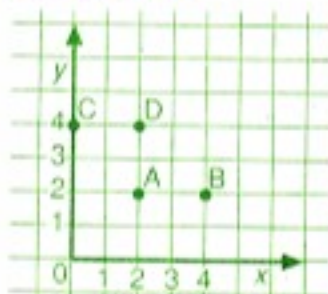
- A Point A
- B Point B
- C Point C
- D Point D

**THINK IT THROUGH**

The correct answer is A. First, start at the origin and move right 1 unit along the x-axis. Next, move up vertically 3 units. You will be at Point A on the coordinate plane.

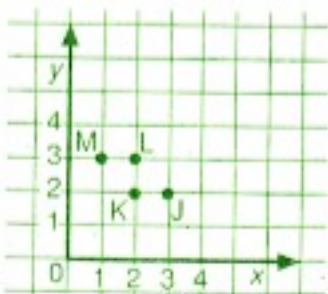
**STOP**

- 1 What are the two coordinates of point B in the figure below?



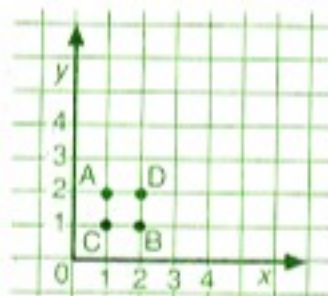
- A (2, 2)
- B (2, 4)
- C (4, 2)
- D (4, 0)

- 2 Name the point with coordinates (2, 3) in the figure below.



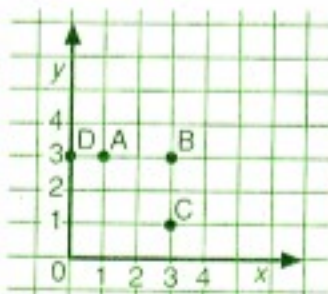
- J Point J
- K Point K
- L Point L
- M Point M

- 3 Name the point with coordinates (1, 2) in the figure below.



- A Point A
- B Point B
- C Point C
- D Point D

- 4 What are the two coordinates of point A in the figure below?



- J (1, 3)
- K (3, 1)
- L (3, 3)
- M (0, 3)

Answers

S1 A B C D

1 A B C D

2 J K L M

3 A B C D

4 J K L M

# Unit 8 Test

S1

$$\begin{array}{r} 3689 \\ + 8315 \\ \hline \end{array}$$

- A 11,904
- B 11,994
- C 12,004
- D N

**STOP**

For questions 1-22, darken the circle for the correct answer. Darken the circle for **N** if the answer is not given. Reduce answers that are fractions to lowest terms.

1

$$\frac{2}{3} + \frac{1}{3} + \frac{6}{5} + \frac{1}{3} =$$

- A  $\frac{10}{20}$
- B 1
- C 2
- D N

2

$$0.73 + 0.098 =$$

- J 0.171
- K 0.728
- L 0.828
- M N

3

$$\begin{array}{r} 0.53 \\ + 0.59 \\ \hline \end{array}$$

- A 0.0112
- B 0.112
- C 11.2
- D N

4

$$0.3 + 0.8 + 0.2 =$$

- J 0.382
- K 1.3
- L 13.0
- M N

5

$$12.480 - 0.165 =$$

- A 12.314
- B 12.324
- C 12.646
- D N

6

$$\begin{array}{r} 4\frac{1}{4} \\ - 3\frac{3}{4} \\ \hline \end{array}$$

- J  $\frac{1}{2}$
- K  $1\frac{1}{2}$
- L 8
- M N

7

$$0.78 - 0.09 =$$

- A 0.069
- B 0.69
- C 6.9
- D N

8

$$20 - \frac{1}{4} =$$

- J  $\frac{1}{5}$
- K 5
- L  $19\frac{3}{4}$
- M N

9

$$\frac{6}{8} - \frac{2}{3} =$$

- A  $\frac{1}{12}$
- B  $\frac{2}{12}$
- C  $\frac{4}{6}$
- D N

10

$$\begin{array}{r} 5005 \\ - 2478 \\ \hline \end{array}$$

- J 1527
- K 2527
- L 3003
- M N

**GO ON**

**Answers**

S1 (A) (B) (C) (D)

1 (A) (B) (C) (D)

2 (J) (K) (L) (M)

3 (A) (B) (C) (D)

4 (J) (K) (L) (M)

5 (A) (B) (C) (D)

6 (J) (K) (L) (M)

7 (A) (B) (C) (D)

8 (J) (K) (L) (M)

9 (A) (B) (C) (D)

10 (J) (K) (L) (M)

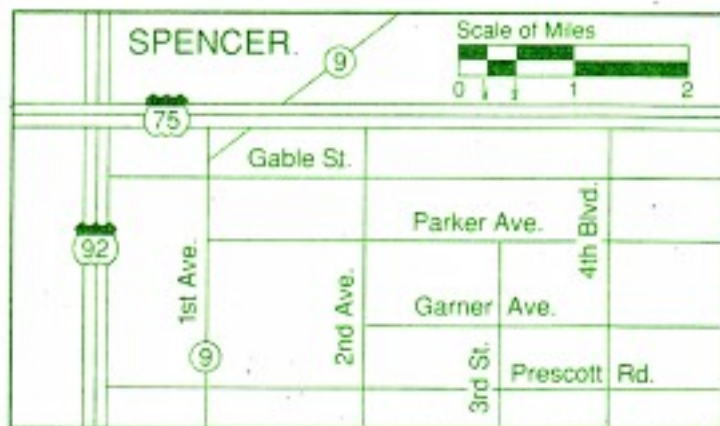
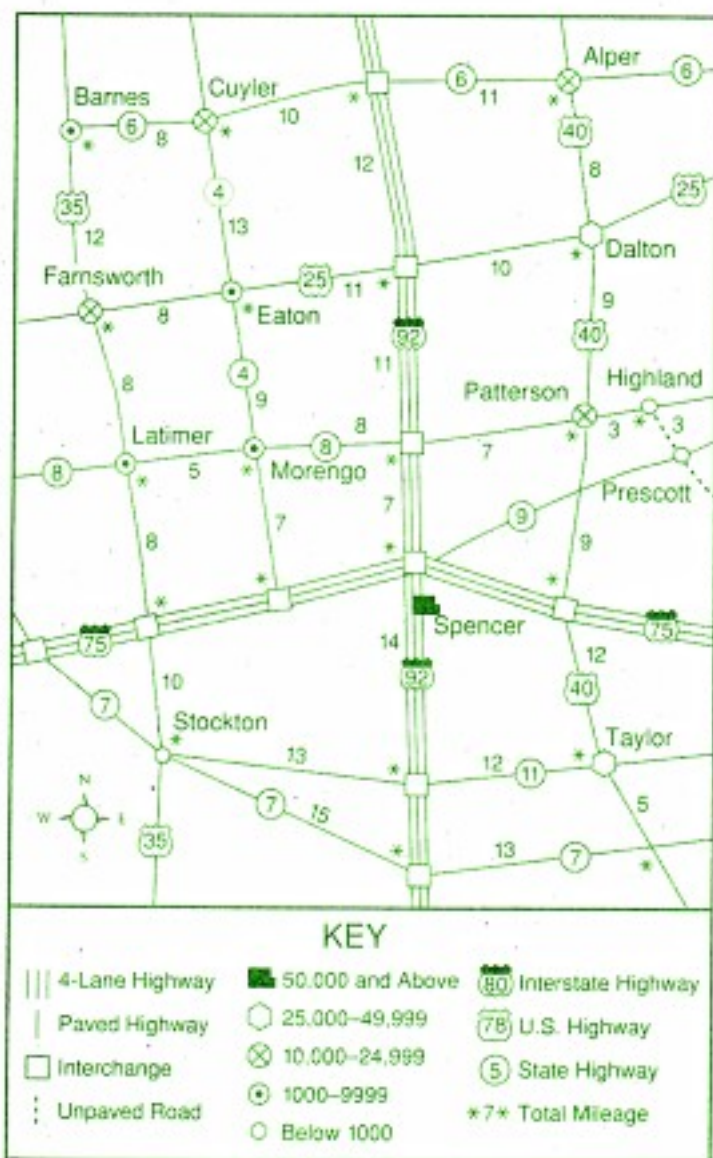
Level 14



- S1 What is the shortest route from Cuyler to Latimer?
- A Highway 4 and then Highway 8
  - B Highway 4, Highway 25, and then Highway 35
  - C Highway 6 and then Highway 35
  - D Highway 6, Interstate 92, and then Highway 8

**STOP**

Use the maps shown here to answer questions S1-4.



- 1 How many miles is Eaton from the nearest interchange on Interstate 92?
  - A 8 miles
  - B 11 miles
  - C 28 miles
  - D 35 miles
  
- 2 Which street should you take from Spencer to travel to Prescott on Highway 9?
  - J 2nd Avenue
  - K Garner Street
  - L 4th Boulevard
  - M 1st Avenue
  
- 3 Where would this sign be found?
 

← Morengo 15 miles

  - A At the Interstate 92 interchange with Highway 8
  - B At the junction of Highways 40 and 8
  - C At the junction of Highways 35 and 8
  - D At the Interstate 75 interchange with Highway 35
  
- 4 When traveling to Eaton from Latimer, how many miles are saved by going through Morengo rather than Farnsworth?
  - J 2 miles
  - K 8 miles
  - L 9 miles
  - M 16 miles

**Answers**

- S1 A B C D      2 J K L M      4 J K L M  
 1 A B C D      3 A B C D