



PRACTICE TEST

Reading Subtest (091)

VA-PT-FLD091-02

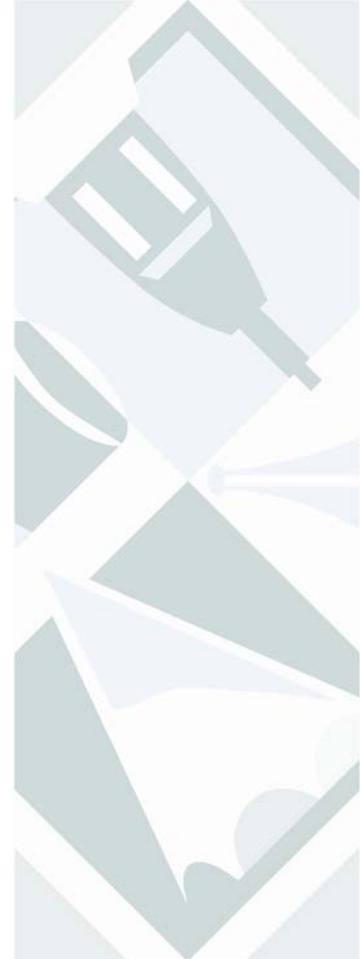
VIRGINIA DEPARTMENT OF EDUCATION

EVALUATION SYSTEMS



Table of Contents

GETTING STARTED	1
Reviewing the Test Content	1
Taking the Practice Test	1
MULTIPLE-CHOICE QUESTION SET	2
Multiple-Choice Answer Sheet	2
Multiple-Choice Questions	3
EVALUATING YOUR PERFORMANCE	27
Answer Key	28
Results Worksheet	29



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GETTING STARTED

The Virginia Communication and Literacy Assessment® (VCLA™) is composed of two subtests—a reading subtest and a writing subtest. This document provides a full-length sample VCLA reading subtest consisting of 40 multiple-choice questions.

A practice test for the writing subtest is also available; see the VCLA Web site at www.va.nesinc.com.

◆ Reviewing the Test Content

The content of each VCLA subtest is documented in the test blueprint, which consists of a set of test objectives. The content of the VCLA reading subtest is defined by the objectives in the "Subtest I—Reading Comprehension and Analysis" section of the test blueprint.

The test blueprint for the VCLA is available on the VCLA Web site at www.va.nesinc.com.

◆ Taking the Practice Test

To take the practice test, follow these steps:

- Read each multiple-choice question carefully and choose the ONE best answer out of the four answer choices provided.
- Record your answer to each question on the Multiple-Choice Answer Sheet provided.
- Follow the instructions in "Evaluating Your Performance" to score your test and evaluate and interpret your results.

You may wish to monitor how long it takes you to complete the practice test. When taking the actual VCLA, you will have a four-hour test session. Keep in mind that if you are taking both VCLA subtests at one administration, you will be assigned to complete both subtests during one four-hour test session. If you are taking only one subtest, you will have the full four-hour test session to complete the subtest.



MULTIPLE-CHOICE QUESTION SET

◆ Multiple-Choice Answer Sheet

Use the space provided below to record your responses to the multiple-choice questions that follow.

Question Number	Your Response
1	
2	
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Question Number	Your Response
21	
22	
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◆ Multiple-Choice Questions

Read the passage below; then answer the five questions that follow.

- 1 For centuries, thousands of people from Rhode Island to Newfoundland earned their livelihood from cod fishing. That is no longer the case. There has been such a marked reduction in the cod population that this fish is now sold as a delicacy. Although numerous factors contributed to the decline, overfishing and the development of factory ships are among the most important.
- 2 Cod was once so plentiful that sixteenth-century Basque fishermen recorded pulling it up in bucketfuls. And while the North Atlantic cod population had always undergone cycles of abundance and scarcity, with lean years occurring every three decades or so, people whose livelihood depended on salting and preserving cod felt confident that there would always be an adequate supply of fish. Each year, catches averaged 200,000 metric tons, creating a happy equilibrium—large enough to fuel the economies of New England and Canada's Maritime Provinces but not so large as to diminish the overall cod population.
- 3 In the 1960s, new technology and changing patterns of fishing upset this equilibrium. Huge trawlers outfitted for operation in icy weather and designed to process and freeze fish right on the ship gradually took over the North Atlantic fishing grounds. Where large groups of fishermen in small boats had once cooperated in pursuing the cod, flotillas of factory ships from all over the world now gathered to exploit the historically rich area around the Grand Banks and Georges Bank. By 1968, factory ships were bringing in 800,000 metric tons of cod each year, four times the annual catch only a decade earlier.
- 4 When cod numbers initially began to fall, no one expressed much concern. The fish always had fluctuated in population, and the incredible richness of the North Atlantic fishing grounds was legendary. Yet catches continued to get slimmer and slimmer. By 1974, the cod population was in collapse. In an effort to preserve the economies of local maritime communities and halt the decline, Canadian authorities extended their country's territorial waters from 12 to 200 miles off the coast and restricted fishing within the expanded area to Canadian fishermen. With the exception of a few scientists, most people believed cod stocks would rebound without the pressure of international competition. Sadly, the decline continued. By the early twenty-first century, the Newfoundland fisheries had closed, as had the fisheries in the Gulf of St. Lawrence.
- 5 Part of the problem stemmed from those windfall 800,000-metric-ton catches of the 1960s. From that time on, fishermen had no desire to return to the more limited catches of an earlier period. Whole economies had grown up during the 1960s and 1970s based on pulling in ever greater quantities of fish. So local fishermen continued to overfish, and by century's end, they had fished the Grand Banks and Georges Bank clean.
- 6 Today, cod populations still have not recovered. Biologists are exploring ways to bring the fish back, and moderate catches are permitted in restricted areas. Meanwhile, species once eaten by cod, such as shrimp, are thriving. Whether "King Cod" will ever regain its place at the top of the North Atlantic maritime food chain remains uncertain.



1. Which of the following phrases is closest in meaning to the word equilibrium as it is used in the second paragraph?
 - A. set of incentives
 - B. distribution of profits
 - C. state of balance
 - D. era of prosperity

2. Which of the following details from the passage best supports the author's assertion that factory ships were largely responsible for the decline in the North Atlantic cod population?
 - A. the closing of the cod fisheries in Newfoundland and the Gulf of St. Lawrence
 - B. the dramatic increases in cod catches during the 1960s
 - C. the restrictions on cod fishing in Canadian territorial waters during the mid-1970s
 - D. the decline in importance of groups of cod fishermen in small boats

3. Which of the following conclusions could be most reasonably drawn from the information presented in the passage?
 - A. Populations of fish other than cod have increased in the North Atlantic.
 - B. Efforts to regulate fishing in the North Atlantic accelerated the end of the cod fisheries.
 - C. Cod populations will eventually return to at least half of their former levels.
 - D. The closure of cod fisheries caused economic distress in Canada's Maritime Provinces.

4. Which of the following statements best describes the structure of the author's argument in the passage?
 - A. Actions are linked to their consequences.
 - B. Concepts are explained by examples.
 - C. Solutions to a problem are proposed.
 - D. Ideas are presented in order of their importance.

5. Which of the following graphic forms could best be used to illustrate changes in the North Atlantic cod population during the second half of the twentieth century?
- A. time line
 - B. resource map
 - C. Venn diagram
 - D. line graph

Read the passage below; then answer the five questions that follow.

- 1 When Europeans and Africans first arrived in North America more than 600 years ago, the indigenous population had been living there for an estimated 30,000 years. The new arrivals and their descendants benefited greatly from Native Americans' knowledge of common diseases and ways to treat them.
- 2 French explorer Jacques Cartier, whose ship landed near the site of present-day Quebec, Canada, was one of the first Europeans to document the use of Native American remedies. After months at sea without fresh fruits or vegetables, many of Cartier's men were suffering from bleeding gums, loss of teeth, and painful swelling, all symptoms of scurvy. At the time, scurvy was quite common among European sailors. Much to his surprise, Cartier learned that the Iroquois had discovered a cure for the illness. The treatment consisted of drinking a tealike substance made from the bark and leaves of a tree that Native Americans called the *annedda*. This was probably the eastern white cedar, or arborvitae, a tree now known to contain significant amounts of vitamin C. After consuming the liquid, the French explorer's men made a stunning recovery.
- 3 Native Americans across the continent knew that willow trees could be used to treat fevers, chills, and pain. Some tribes made tea from the tree's bark, while others bathed in water in which willow roots had been soaked. Not until the nineteenth century did biochemists learn to extract from the willow a glycoside they named salicin. A derivative of this compound, acetylsalicylic acid, was first marketed in 1899 by Friedrich Bayer and Company under the trade name Aspirin and is today one of the most widely used drugs in the world.
- 4 Native Americans derived yet another remedy from witch hazel, a shrub that yields a substance capable of alleviating various types of discomfort. Europeans learned how Native Americans employed its bark and twigs to treat cuts, bruises, insect bites and stings, muscle aches, and other ailments. More recently, witch hazel has been hailed as a low-priced yet highly effective acne treatment. Witch hazel also has been found to have antiviral and antioxidant properties.
- 5 Native Americans shared many other remedies with Europeans. The Meskwaki of the Great Lakes region created a sedative from the root bark of the wild black cherry and applied a lotion made from crushed goldenrod to bee stings. Indigenous peoples in Virginia devised a preparation from the roots and berries of pokeweed to reduce the pain of rheumatism. Witch hazel was by no means the only treatment for insect bites and stings. Other remedies included medicines made from wild onion and garlic, purple coneflower, broom snakeweed, and honeysuckle.
- 6 Numerous medicines developed by Native Americans are still used as herbal remedies. Others, such as aspirin, have become staples of the modern pharmaceutical industry.



6. Which of the following words is closest in meaning to the word preparation as it is used in the fifth paragraph?
- A. research
 - B. training
 - C. readiness
 - D. substance
7. In this passage, the author's main purpose is to:
- A. compare and contrast European and Native American health practices.
 - B. examine the roles of healers and healing in Native American society.
 - C. describe how Native American medicine benefited others.
 - D. analyze the biological properties of various Native American remedies.
8. Which of the following conclusions could be most reasonably drawn from the information presented in the passage?
- A. Native Americans' knowledge about natural remedies was passed from generation to generation.
 - B. Today's Meskwaki tribe members produce health and beauty products derived from the witch hazel plant.
 - C. Scurvy was eradicated among European sailors after the Iroquois shared their cure with Cartier.
 - D. Sixteenth-century Native Americans were eager to learn about European medicine.

9. In this passage, the author most clearly conveys admiration for which of the following Native American traits?
- A. their eagerness to impart their knowledge to Europeans
 - B. their resourceful use of the natural environment
 - C. their concern about alleviating even minor physical discomfort
 - D. their ability to communicate with Europeans despite language barriers
10. Which of the following statements best summarizes the passage?
- A. Remedies developed by Native Americans were extremely helpful to early European settlers in North America and are still used today.
 - B. Jacques Cartier was only the first of many early European settlers who were impressed by the effectiveness of Native American remedies.
 - C. While the Iroquois's contributions to Native American medicine were significant, remedies devised by the Meskwaki also were important.
 - D. In addition to using tree bark to cure scurvy, Native Americans were able to use flowers and shrubs to cure a multitude of other ailments.

Read the passage below; then answer the five questions that follow.

- 1 Akira Kurosawa was one of the best-known film directors in the world. He was born in suburban Tokyo in 1910, and at the age of 26 he became an assistant director at a major Japanese film studio. There he learned about the many aspects of moviemaking, such as costume and set design, editing, acting, and cinematography. The first films he directed appeared during World War II and were basically propaganda that reflected the prevailing political sentiments in Japan. After the war ended, Kurosawa was able to begin using film to explore more complex themes.
- 2 Kurosawa achieved international acclaim with *Rashômon* (1950), one of the most widely imitated films ever made. The plot centers on a husband's efforts to defend his wife from a bandit. In a departure from narrative conventions, the story is told from four points of view. We first watch the incident as the bandit sees it. Next, we get the wife's version, which differs from the bandit's. Then the story is retold by the husband, who is much more heroic—if we believe him—than the wife or the bandit considers him to be. Finally, we get the eyewitness account of a woodcutter, who may not offer a completely reliable version of events. In *Rashômon*, Kurosawa not only relates an exciting story, he also exposes a rich tangle of human emotions.
- 3 *Rashômon* was just the first of Kurosawa's masterpieces. His other most admired works explore the disparate dramatic genres of Hollywood westerns and Shakespearean tragedies. The protagonist of *Yojimbo* (1961) is a wandering swordsman who involves himself in the affairs of a remote village, much like the protagonists of the John Ford westerns Kurosawa so much admired. Kurosawa's *Seven Samurai* (1954) provided the basis for the Hollywood blockbuster western *The Magnificent Seven* (1960). Kurosawa's visually sumptuous Japanese adaptations of two of Shakespeare's most memorable tragedies, *Throne of Blood* (1957), based on *Macbeth*, and *Ran* (1985), based on *King Lear*, rank among the greatest of movie epics.
- 4 Kurosawa worked hard at his craft. He was an extremely demanding director who was intimately involved in the myriad details of filmmaking. He painted storyboards before production began, scouted camera angles and locations while shooting was in progress, and edited his films himself. Known to his crews as a perfectionist, he went to great lengths to ensure that his productions met the highest standards. To give the desolate village in *Yojimbo* the appearance of being constantly beset by gusts of wind, he deployed huge wind machines and ordered dust from an abandoned firing range to be hauled in by the truckload. To convey the impression of heavy rains in *Rashômon*, he had water dyed black with ink. And to achieve the look he wanted for the castle in *Throne of Blood*, he had an unsatisfactory two-dimensional structure dismantled and replaced by a more costly three-dimensional set.
- 5 This painstaking attention to detail had its rewards both for viewers of Kurosawa's films and for the director himself. The recipient of numerous awards for filmmaking during his lifetime, Kurosawa brought Japanese cinema to the attention of a global audience and is today remembered as a director who changed the course of movie history.



11. Which of the following words is closest in meaning to the word painstaking as it is used in the fifth paragraph?
- A. difficult
 - B. solitary
 - C. thorough
 - D. critical
12. Which of the following lists accurately represents the sequence in which three events described in the passage occurred?
- A. 1. Hollywood releases *The Magnificent Seven*
2. Kurosawa directs *Rashômon*
3. World War II ends
 - B. 1. Kurosawa directs *Rashômon*
2. World War II ends
3. Hollywood releases *The Magnificent Seven*
 - C. 1. World War II ends
2. Hollywood releases *The Magnificent Seven*
3. Kurosawa directs *Rashômon*
 - D. 1. World War II ends
2. Kurosawa directs *Rashômon*
3. Hollywood releases *The Magnificent Seven*
13. Information presented in the passage suggests that *Rashômon* was widely imitated because it was the first film to:
- A. dramatize complex and universal human emotions.
 - B. tell a single story from multiple perspectives.
 - C. feature characters who filled traditional gender roles.
 - D. use special effects to simulate harsh weather conditions.
14. In this passage, the author most clearly conveys admiration for which of the following aspects of Kurosawa's filmmaking?
- A. his insistence on achieving the highest standards
 - B. his involvement in every phase of film production
 - C. his interpretation of William Shakespeare's tragedies
 - D. his interest in exploring a wide range of themes

15. Which of the following statements best summarizes the passage?
- A. Known for his meticulous attention to detail, Akira Kurosawa was an imaginative film director whose innovations influenced the development of international cinema.
 - B. Akira Kurosawa directed many types of films, but he is best remembered for his adaptations of Hollywood westerns and Shakespearean tragedies.
 - C. Born in Tokyo in 1910, Akira Kurosawa learned his craft as an assistant director and became one of the most famous Japanese film directors of the twentieth century.
 - D. *Rashômon* was Akira Kurosawa's first masterpiece, and he went on to direct other celebrated films such as *Seven Samurai*, *Throne of Blood*, *Yojimbo*, and *Ran* during his long, illustrious career.

Read the passage below; then answer the five questions that follow.

- 1 If you think political theater is a modern phenomenon, the story of the eleventh-century Persian poet known as Ferdowsi may persuade you otherwise. In those days, rulers could not hire public relations professionals to create and manage their public image. Instead, they hired poets to praise and glorify them.
- 2 While writing an epic poem about the history of Persia, Ferdowsi traveled to the court of Mahmud of Ghazni in present-day Afghanistan. Mahmud, whose kingdom at one point stretched from Iraq to northern India, was the most powerful ruler of his day. At his court, poets would recite verses and were rewarded if their offerings met with royal approval, a custom that prompted fierce competition among the literati. Initially, Mahmud was very impressed with what he heard of Ferdowsi's epic. He offered to pay the young poet on the spot for the lines he had composed thus far. But Ferdowsi refused, saying he would accept payment only when the poem was completed, as the greatness of his epic would then speak for itself.
- 3 Ferdowsi set to work finishing his poem. Thirty-five years later he completed the longest epic poem ever written—60,000 couplets, or 120,000 lines. The *Shahnameh*, translated as "Book of Kings" or "The Great Book," begins in myth and prehistory, then moves into historical and quasi-historical sections that focus on the past greatness of the Persian nation. Unfortunately, Mahmud was not pleased with the completed product. Perhaps the jealousy of other poets at his court influenced the monarch against Ferdowsi, or the subject matter might have been the problem. Mahmud was a Sunni Muslim of Turkish
- descent, and his people were longtime adversaries of the Shiite and Zoroastrian Persians. Indeed, one must wonder why Ferdowsi ever presented Mahmud with such a work. Some scholars suggest that he did it on purpose to further the burgeoning independence movement in Persia at that time. Whatever the case, Mahmud received the manuscript coolly and offered only one piece of silver for each couplet, one-hundredth the sum of money he had originally promised.
- 4 Ferdowsi was furious. According to some sources, he refused the offer; others say he turned the money over to charity. In any case, he picked up his pen and wrote a scathing satire of the king emphasizing the fact that Mahmud's father had been a slave, which implied that the monarch had little right to his throne. Then Ferdowsi fled to escape the wrath of Mahmud, who threatened to have him trampled to death by elephants. Yet the satire lived on, passed from person to person, as was the whole of the *Shahnameh*. Publicly embarrassed by his churlish treatment of the greatest poet of the time, Mahmud eventually repented. Here again, though, historical sources differ. Some say he sent an elephant-load of gold that arrived just in time for Ferdowsi's funeral; others record that Ferdowsi actually received the gift.
- 5 Ferdowsi's *Shahnameh* has become a critical work of Persian culture that is still read today. Long after Mahmud's kingdom disappeared and poets ceased to praise him, imposing monuments were built to honor Ferdowsi. In the end, the poet's words triumphed over the king's wealth and power, proving yet again that the pen is mightier than the sword.



16. Which of the following words is closest in meaning to the word critical as it is used in the fifth paragraph?
- A. analytical
 - B. decisive
 - C. scholarly
 - D. faultfinding
17. In this passage, the author's main purpose is to:
- A. examine Ferdowsi's relations with Mahmud.
 - B. analyze Persian symbolism in the *Shahnameh*.
 - C. describe life in Mahmud's court.
 - D. narrate significant events from Ferdowsi's life.
18. Which of the following statements accurately describes Ferdowsi's primary reason for writing a satire on Mahmud?
- A. Ferdowsi believed Mahmud had broken a commitment to him.
 - B. Ferdowsi knew Mahmud's armies posed a serious threat to Persia.
 - C. Ferdowsi suspected that Mahmud had obtained his power fraudulently.
 - D. Ferdowsi heard Mahmud praising other poets at his court.
19. Which of the following sentences from the passage expresses an opinion rather than a fact?
- A. At his court, poets would recite verses and were rewarded if their offerings met with royal approval, a custom that prompted fierce competition among the literati.
 - B. The *Shahnameh*, translated as "Book of Kings" or "The Great Book," begins in myth and prehistory, then moves into historical and quasi-historical sections that focus on the past greatness of the Persian nation.
 - C. Mahmud was a Sunni Muslim of Turkish descent, and his people were longtime adversaries of the Shiite and Zoroastrian Persians.
 - D. In the end, the poet's words triumphed over the king's wealth and power, proving yet again that the pen is mightier than the sword.

20. Which of the following lists best represents the organization of major topics in the passage?
- A.
 1. Extent of Mahmud's empire
 2. Persian history in *Shahnameh*
 3. Mahmud's rejection of the completed *Shahnameh*
 - B.
 1. Ferdowsi's arrival at Mahmud's court
 2. Mahmud's reaction to *Shahnameh*
 3. Ferdowsi's satire on Mahmud
 - C.
 1. Ferdowsi and other poets of Mahmud's court
 2. Conflict between Ferdowsi and Mahmud over the *Shahnameh*
 3. Ferdowsi's revenge and the enduring fame of the *Shahnameh*
 - D.
 1. Ferdowsi's literary ambitions
 2. Ferdowsi's support for Persian independence
 3. The place of the *Shahnameh* in Persian literature

Read the passage below; then answer the five questions that follow.

- 1 During the mid-1950s, Montgomery, Alabama, was a typical southern city. Most of its Black residents worked as laborers or domestics, and their median income was about half that of the city's White residents. Racial segregation laws were strictly enforced, even on city buses. Although about 75 percent of the riders on city buses were Black, the buses had rows of seats designated as "Whites Only." After paying at the front of a bus, Black passengers were supposed to step off the bus and reenter through the rear door. They were expected to sit as far toward the rear of the vehicle as possible and to give up their seats to White passengers. White passengers and Black passengers could not sit in the same row.
- 2 On December 1, 1955, a 42-year-old Black woman named Rosa Parks finished her work day at a department store and boarded a city bus. She recognized the driver. He had once evicted her from his bus when she refused to get off and reenter through the rear door. This time, she chose a seat in a row between the "Whites Only" section and the rear section. The front rows were fully occupied when a White passenger boarded, so the driver asked Parks and the other passengers in her row to give up their seats. The others complied; Rosa Parks refused. The driver left the bus and returned with two police officers, who arrested her. Parks was an active member of the local chapter of the National Association for the Advancement of Colored People (NAACP), and after her arrest, Montgomery's Black leaders immediately mobilized for action. By the following afternoon, 40,000 leaflets calling for a bus boycott had been distributed in the Black community. The first major battle of the mass-action phase of the civil rights movement had begun.
- 3 One of the boycott's early leaders was Dr. Martin Luther King Jr., the pastor of Montgomery's Dexter Avenue Baptist Church. On December 5, King delivered an eloquent and electrifying speech at the church. He advocated the use of nonviolence to combat segregation, humiliation, and oppression. King's words galvanized his listeners, who were determined to support the boycott until the city agreed to end segregation on its buses.
- 4 At the beginning of the bus boycott, many Black leaders believed they could consider it a success if they got the support of 60 percent of Montgomery's Black residents. One hundred percent of the city's Black residents supported the boycott by organizing carpools, riding bicycles, and walking to work. They shopped close to home instead of going downtown. Some White residents reacted to the protestors' solidarity with harassment and vandalism. King's home was firebombed while his wife and baby were inside. Fortunately, no one was injured. Some of King's supporters wanted to respond with violence, but he urged them to remember the nonviolent principles on which the boycott was based. Under King's leadership the protestors' discipline held firm, despite recurring acts of violence by White residents.
- 5 The boycott ended on December 21, 1956, when the U.S. Supreme Court handed down a court order declaring Alabama's bus segregation laws unconstitutional. During the 381 days of the Montgomery bus boycott, Rosa Parks, Dr. Martin Luther King Jr., and 17,000 Black residents of Montgomery launched a wave of change that would sweep across the entire nation.



21. Which of the following words is the best *synonym* for the word mobilized as it is used in the second paragraph?
- A. enlisted
 - B. organized
 - C. called
 - D. signaled
22. Which of the following statements best expresses the main idea of the passage?
- A. Dr. Martin Luther King Jr.'s prominent leadership role in the civil rights movement took shape during the Montgomery bus boycott.
 - B. The entire Black community in Montgomery supported the bus boycott by using other means of transportation.
 - C. The Supreme Court decision that ended the Montgomery bus boycott forced a change in Alabama's racial segregation laws.
 - D. The Montgomery bus boycott was a highly effective nonviolent protest that paved the way for future actions in the civil rights movement.
23. According to information presented in the passage, there was a cause-and-effect relationship between:
- A. racial prejudice among police officers and the strict enforcement of racial segregation laws in Montgomery.
 - B. Rosa Parks's job at a department store and her decision to defy the bus driver.
 - C. Dr. Martin Luther King Jr.'s speeches and his listeners' willingness to practice nonviolence.
 - D. the 1956 Supreme Court decision and racial segregation in Alabama public schools.
24. Which of the following sentences from the passage expresses an opinion rather than a fact?
- A. Racial segregation laws were strictly enforced, even on city buses.
 - B. By the following afternoon, 40,000 leaflets calling for a bus boycott had been distributed in the Black community.
 - C. On December 5, King delivered an eloquent and electrifying speech at the church.
 - D. One hundred percent of the city's Black residents supported the boycott by organizing carpools, riding bicycles, and walking to work.

25. Which of the following lists best represents the organization of major topics in the passage?
- A.
 1. Everyday life for Montgomery's Black residents
 2. Rosa Parks's role in the bus boycott
 3. Black support for the bus boycott
 - B.
 1. Planning and organizing the bus boycott
 2. Dr. Martin Luther King Jr.'s philosophy of nonviolence
 3. Local violence during the bus boycott
 - C.
 1. Racial segregation laws in Montgomery
 2. Arrest of Rosa Parks
 3. U.S. Supreme Court ruling on Montgomery bus segregation laws
 - D.
 1. Causes of the bus boycott
 2. Dr. Martin Luther King Jr.'s role in the bus boycott
 3. Consequences of the bus boycott

Read the passage below; then answer the five questions that follow.

- 1 Monarch butterflies are easily recognized by their orange, black, and white wings. Some North American monarchs migrate almost 2,000 miles to escape cold winter weather. They fly by the millions from as far north as Canada to as far south as central Mexico. Months after starting their southward flight, they end up in the same place—sometimes even the same tree—where their great-great-great-grandparents spent the previous winter.
- 2 There are two types of adult monarchs. One type has a very short life span of about four to five weeks. The other type lives up to nine months. The long-lived adults make the journey south every winter. Like most insects, they are cold-blooded and cannot fly if the temperature drops below freezing, so they must begin their migration in time to avoid frost. Scientists believe the butterflies migrate in response to changes in the position of the noontime sun and the earth's magnetic field.
- 3 During their journey, monarchs drink nectar and accumulate "butterfly fat" that is essential for their survival. The small, mountainous area in central Mexico where they spend the winter meets the very specific environmental requirements that monarchs need to live. Temperatures are near freezing, but evergreen trees shelter the monarchs from wind, ice, and snow. The butterflies live out the winter clustered in huge flocks on the trees. The butterflies enter a dormant state, which permits them to save fat and energy reserves.
- 4 The following spring, the butterflies become active again. They fly down from the mountains to mate, lay eggs on milkweed plants, and start their migration north. They usually reach the southern United States before they die. Meanwhile, their offspring continue the migration. Unlike their parents, these monarchs live only a month or so, during which time they eat, mate, and lay eggs. Their offspring, the third generation, continue the migration farther. Several generations of short-lived monarchs live and die during the spring and summer months.
- 5 Amazingly, a generation of monarch butterflies arrives at the same summer grounds from which their long-lived ancestors departed the previous winter. This generation mates and lays eggs, and their offspring, born in late summer, mature into adults that survive for months rather than weeks. Unlike birds, monarchs cannot learn the migratory route from their parents. During the journey, their internal biological compass, which responds to the movement of the sun, keeps them on track. The annual migration of generations of monarch butterflies is truly an astounding feat for such fragile creatures.



26. Which of the following words is the best *synonym* for the word dormant as it is used in the third paragraph?
- A. instinctual
 - B. fragile
 - C. inactive
 - D. protected
27. Which of the following lists accurately represents three stages in the life cycle of long-lived monarch butterflies in the order in which they occur?
- A.
 1. Fly south to Mexico
 2. Lay eggs on milkweed plants
 3. Fly north to the United States
 - B.
 1. Lay eggs on milkweed plants
 2. Fly north to the United States
 3. Fly south to Mexico
 - C.
 1. Fly north to the United States
 2. Lay eggs on milkweed plants
 3. Fly south to Mexico
 - D.
 1. Fly north to the United States
 2. Fly south to Mexico
 3. Lay eggs on milkweed plants
28. The author distinguishes between the two adult types of the monarch butterfly by describing their:
- A. geographic locations.
 - B. migratory roles.
 - C. feeding habits.
 - D. physical features.
29. Which of the following sentences from the passage expresses an opinion rather than a fact?
- A. Months after starting their southward flight, they end up in the same place—sometimes even the same tree—where their great-great-great-grandparents spent the previous winter.
 - B. Like most insects, they are cold-blooded and cannot fly if the temperature drops below freezing, so they must begin their migration in time to avoid frost.
 - C. The small, mountainous area in central Mexico where they spend the winter meets the very specific environmental requirements that monarchs need to live.
 - D. The annual migration of generations of monarch butterflies is truly an astounding feat for such fragile creatures.

30. Which of the following statements best summarizes the passage?
- A. Because monarchs cannot survive long in cold weather, they migrate to an area that provides everything they need to sustain life.
 - B. To complete a migratory cycle, one generation of long-lived monarch butterflies and several generations of short-lived monarchs fly long distances each year.
 - C. Although one type of adult monarch butterfly lives for up to nine months, most die after several weeks.
 - D. Every year, monarch butterflies fly to central Mexico and spend the winter in evergreen trees before mating and laying eggs on milkweed plants in the spring.

Read the passage below; then answer the five questions that follow.

- 1 Sometimes it seems as if the modern world is one big swindle. Between threats of credit card fraud, identity theft, and pyramid schemes, one must be constantly on guard. Unfortunately, there is a new addition to this list and it requires looking no further than your next bowl of pasta. Without question, the biggest and most lucrative scam of the new millennium involves olive oil, which is one of the most adulterated agricultural products in Europe. The aromatic elixir seems like an unlikely target for criminals, but that is exactly what has made it appealing to those seeking to exploit record demand for the product.
- 2 The two main types of olive oil fraud involve the oil's country of origin and the oil itself. U.S. law requires that olive oil producers list the countries of origin of the olives used in the oil. Simply labeling olive oil as "Imported from Italy" does not conform with this law. Italy imports olive oil from countries such as Spain, Greece, and Turkey. Italian manufacturers then process and bottle the foreign oil and export it as their own. It is a deceptive practice, but it doesn't affect the quality of the oil. The other type of fraud has more serious consequences. In this instance, the product being sold as olive oil may not be derived from olives at all. Investigators have discovered soy, canola, and hazelnut oils being sold as olive oil. Some manufacturers even have been caught substituting lampante olive oil for premium extra-virgin olive oil. Lampante oil is made from spoiled or overripe olives and needs additional refining to be fit for consumption. Even after additional refining, it does not legally qualify for classification as extra-virgin olive oil.
- 3 Within Italy, strong public support exists for measures to put an end to these scams and preserve the country's reputation as the world's greatest olive oil producer. Although tests can detect many of the frauds, sophisticated criminal producers cover their tracks with high-tech refining techniques. The problem has become so severe that the European Union and the United Nations are working together to find a permanent solution. Their first step was to create detailed taste and aroma requirements for each grade of olive oil. They then established tasting panels that work under the guidance of the International Olive Oil Council to enforce these standards. To be certified as extra-virgin, an olive oil must be free of 16 specific taste flaws and contain significant levels of bitterness, pepperiness, and fruitiness. Tasters warm each oil to 28 degrees Celsius before sniffing it, rolling it around in the mouth, and then inhaling sharply to coat the taste buds and fill the nasal passage. Because people on the panels are usually great connoisseurs, they are able to rate the oils with a consistency that could never be achieved by a machine.
- 4 The biggest obstacle that remains to be overcome is the political corruption that has allowed the dirty olive oil business to prosper for so long. Unfortunately, it is all too common for a tasting panel's verdict to be successfully appealed by the producer of the oil. Until such problems can be resolved, consumers of olive oil need to stay vigilant.



31. Which of the following words is the best **antonym** for the word aromatic as it is used in the first paragraph?
- A. tasteless
 - B. colorless
 - C. flawless
 - D. odorless
32. Which of the following details from the passage best supports the author's assertion that olive oil is one of the most adulterated agricultural products in Europe?
- A. the importation into Italy of olive oil from Spain, Greece, and Turkey
 - B. the presence of soy, canola, and hazelnut oils in bottles of olive oil
 - C. the use of high-tech refining techniques in olive oil production
 - D. the specific taste flaws used to identify fraudulently labeled olive oil
33. According to information presented in the passage, the increase in olive oil fraud is primarily due to:
- A. European Union policies.
 - B. techniques for grading olive oil.
 - C. rising demand for olive oil.
 - D. Italian production methods.
34. Which of the following sentences from the passage expresses an opinion rather than a fact?
- A. In this instance, the product being sold as olive oil may not be derived from olives at all.
 - B. Even after additional refining, it does not legally qualify for classification as extra-virgin olive oil.
 - C. Although tests can detect many of the frauds, sophisticated criminal producers cover their tracks with high-tech refining techniques.
 - D. Unfortunately, it is all too common for a tasting panel's verdict to be successfully appealed by the producer of the oil.

35. Which of the following lists best represents the organization of major topics in the passage?
- A.
 - 1. Italy's place in the olive oil market
 - 2. Efforts to stop olive oil fraud
 - 3. Methods of detecting olive oil fraud
 - B.
 - 1. Rising demand for olive oil
 - 2. Deceptive olive oil labeling
 - 3. Substituting other oils for olive oil
 - C.
 - 1. Two types of olive oil fraud
 - 2. Efforts to eliminate olive oil fraud
 - 3. Obstacles to eliminating olive oil fraud
 - D.
 - 1. Major types of consumer fraud
 - 2. How olive oil producers deceive consumers
 - 3. Consumer vigilance

Read the passage below; then answer the five questions that follow.

- 1 Are you hungry for a hot dog? Are you planning to buy a new computer? Does your yard need landscaping? Before you spend any money, take a long, hard look at the price and consider making a lower offer. Although haggling for a deal is commonplace in many countries, U.S. consumers rarely question the sticker price of a purchase, not realizing that the price of almost everything they buy is open to negotiation. According to a recent study, shoppers who negotiate the price of goods and services receive a better deal 90 percent of the time. So why don't more people do it? Part of the problem is intimidation. Another factor is that negotiation is not the easiest skill to learn; some people spend years in graduate school mastering its finer points. Nevertheless, a number of simple techniques can help anyone haggle their way toward savings.
- 2 A common misconception about haggling is that it works best when you maintain a tough exterior and make aggressive demands. In reality, any good negotiator knows that a warm smile goes much further than a cold shoulder. Before making an offer or trying to get a price reduction, distinguish yourself from other customers by asking for the salesperson's advice or mentioning something interesting about the purpose of the purchase. When the time comes to make your pitch, try to offer the retailer something in return for a lower price, such as future loyalty, a high-volume sale, or customer referrals. By attending to the other person's needs, you will be much more likely to get what you want.
- 3 Another key to haggling is to know when it is worth your while. Although more transactions are open to price negotiation than most people realize, there are limits. Gas stations and supermarkets are a wasted effort, as are most places with low, fixed prices such as subway stations or newsstands. If you try to haggle over the price of a magazine, you will look like a cheapskate rather than a savvy consumer. Elsewhere, the trick is finding the right person to approach. In chain stores, salespeople usually will not be able to cut a deal. However, managers will most likely be empowered to match another store's price or reduce the price on damaged merchandise. Other negotiations require a bit more forethought. Give the seller every indication that you are willing to walk away. When shopping in a large electronics store, for instance, browse for a while before arriving at the item that you actually intend to purchase. Even if you are sure you want to buy a product, examining it thoroughly and looking indecisive may help you negotiate a lower price.
- 4 Some haggling attempts are more successful than others, but it is exciting to look at every price tag as if it were an opening bid at an auction. Haggling adds a more participatory element to consumerism. It teaches us to make human connections and reach friendly compromises. It saves us money and, perhaps best of all, offers the possibility that the next transaction we make will be our best deal yet.



36. Which of the following words is the best *synonym* for the word savvy as it is used in the third paragraph?
- A. reasonable
 - B. cautious
 - C. knowledgeable
 - D. satisfied
37. Which of the following statements best expresses the main idea of the third paragraph?
- A. Hagglers should focus on items covered by formal store policies.
 - B. Some attempts at haggling are more successful than others are.
 - C. Managers have more authority to cut prices than salespeople do.
 - D. Hagglers need to know when, with whom, and how to negotiate prices.
38. Which of the following conclusions could be most reasonably drawn from the information presented in the passage?
- A. Most people lack the negotiating skills required to be successful hagglers.
 - B. Hagglers enjoy meeting a challenge as much as they like saving money.
 - C. Salespeople are trained to refer indecisive customers to managers.
 - D. During hard economic times, more consumers will try haggling.
39. Which of the following assumptions most likely influenced the author's argument in the passage?
- A. Consumers will feel more comfortable with haggling if they know it is an accepted practice.
 - B. Retailers encourage salespeople to openly negotiate prices.
 - C. Successful haggling is a matter of attitude more than skill.
 - D. U.S. consumers can learn about haggling from consumers in other parts of the world.

40. Which of the following statements best summarizes the passage?
- A. By using a few simple negotiating techniques in appropriate situations, people can make shopping a more participatory, economical experience.
 - B. U.S. consumers who do not haggle end up paying considerably more for goods and services than do their counterparts in other countries.
 - C. Haggling is expected in stores that offer damaged merchandise but not in gas stations, supermarkets, and other businesses with fixed prices.
 - D. Although a recent study found that people who negotiate prices invariably receive a better deal, many consumers are reluctant to haggle.



EVALUATING YOUR PERFORMANCE

This section describes how to evaluate your performance on this practice test for the VCLA reading subtest. Your practice test results may provide helpful information regarding your preparedness in the content tested on the actual VCLA reading subtest.

In this section you will find:

- ◆ an Answer Key providing the correct response for each multiple-choice question and a column for tracking your results
- ◆ a Results Worksheet organized by objective that will help you interpret your multiple-choice question results

Use the resources provided in this section and the VCLA test blueprint (available free of charge at www.va.nesinc.com) to help determine your preparedness for the actual VCLA reading subtest. Although your results on this practice test cannot be used to determine your score on the actual subtest, your results may help you gauge your readiness to test and help identify any areas for further study.

◆ Answer Key

Determine which multiple-choice questions you answered correctly and incorrectly by comparing the answers you recorded on your Multiple-Choice Answer Sheet to the correct responses listed in the Answer Key below. Circle "Y" or "N" in the "Correct?" column to keep track of your results. For the questions you answered incorrectly, review these questions and their correct responses.

Question Number	Correct Response	Correct?
1	C	Y N
2	B	Y N
3	D	Y N
4	A	Y N
5	D	Y N
6	D	Y N
7	C	Y N
8	A	Y N
9	B	Y N
10	A	Y N
11	C	Y N
12	D	Y N
13	B	Y N
14	A	Y N
15	A	Y N
16	B	Y N
17	A	Y N
18	A	Y N
19	D	Y N
20	C	Y N

Question Number	Correct Response	Correct?
21	B	Y N
22	D	Y N
23	C	Y N
24	C	Y N
25	D	Y N
26	C	Y N
27	A	Y N
28	B	Y N
29	D	Y N
30	B	Y N
31	D	Y N
32	B	Y N
33	C	Y N
34	D	Y N
35	C	Y N
36	C	Y N
37	D	Y N
38	B	Y N
39	A	Y N
40	A	Y N

◆ Results Worksheet

Use the Results Worksheet below and the VCLA test blueprint to determine whether there are objectives for which you should further prepare before taking the actual VCLA reading subtest.

Transfer your results from the Answer Key to the Results Worksheet by totaling the number of questions you answered correctly for each objective.

Refer to the VCLA test blueprint to assist you in evaluating your performance. The test blueprint contains the objectives and descriptive statements that describe the content assessed by the VCLA.

Objective	Questions	Number Correct by Objective
1. Understand the meaning of words and phrases.	1, 6, 11, 16, 21, 26, 31, 36	_____ of 8
2. Understand the main idea and supporting details in written material.	2, 7, 12, 17, 22, 27, 32, 37	_____ of 8
3. Analyze the relationship among ideas in written material.	3, 8, 13, 18, 23, 28, 33, 38	_____ of 8
4. Use critical-reasoning skills to evaluate written material.	4, 9, 14, 19, 24, 29, 34, 39	_____ of 8
5. Apply skills for summarizing, outlining, and visually representing written materials and for interpreting information presented in graphic form.	5, 10, 15, 20, 25, 30, 35, 40	_____ of 8
<i>Performance on Reading Subtest:</i>	Total	_____ of 40