

VIRGINIA STANDARDS OF LEARNING

Spring 2008 Released Test

# GRADE 7 READING

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Form R0118, CORE 1

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**Directions**

Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.

**SAMPLE A**

**Mia’s Art**

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn’t sure what the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

**This story is mostly about Mia —**

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

## Directions

You do not need to read a passage to answer the following question. Read and answer the question.

### SAMPLE B

Read these sentences.

Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.

What does the word misplaced mean?

- F lost
- G changed
- H broken
- J hidden

**Go to the next  
page and continue  
working.**

**Directions: Read the story and answer the questions that follow.**

## **A Gift From Dad**

- 1 Travis laughed as he tore at the wrapping paper on his birthday present. He was so excited that he could hardly stand it! Finally, he would have the coolest pair of name-brand shoes on the planet. He had dropped virtually a million hints about the exact brand and color, and now he was eager to try on his new shoes and go play basketball.
- 2 Currently, all the guys on his basketball team were wearing the name-brand shoes of a popular basketball player, Chuck Hart. Although he was a great player, Hart was criticized in the press for his poor sportsmanship. Even his teammates occasionally complained about his bad attitude. In fact, Hart had been fined thousands of dollars because of his notorious behavior. Travis wasn't thinking about Hart's behavior; he had only anticipated seeing Hart's name on the side of the box. The first indication that something was wrong came as he ripped away the last remnants of paper. The name on the side of the box in his hands was not Hart's. His new shoes were the name-brand model of another player, Robert Ryann. Ryann played for a different team and was known for his work in the community.
- 3 "Ryann is an amazing player, isn't he?" asked Travis's dad. "He's always been one of my favorites."
- 4 Travis's hands froze; his heart stopped. It wasn't that the Ryann shoes weren't nice, but what would his friends think? Travis was a valuable member of the team; he could dribble quickly and pass well. He was a solid outside shooter and got along okay with his teammates. Still, he sometimes didn't fit in with the other guys on the team and had hoped that the Hart shoes would help.
- 5 "Well, come on, Travis. Open the box!" his dad said. "I got them on my last run down into Texas."
- 6 So that was it. His dad, a long-distance truck driver, had been misinformed by a salesman in Texas. Who knows? Maybe in Texas those shoes were really considered cool, but not here in Virginia. No, not here. They were the wrong shoes and he would be teased by the other players if he wore them. When he looked up into his dad's eyes, however, Travis knew he couldn't tell him.
- 7 *What a dilemma*, Travis thought. *Wear the shoes and get laughed at by the guys, or don't wear the shoes and hurt Dad's feelings?*
- 8 "Thanks, Dad. I was really hoping for shoes," Travis said as he pulled the shoes out of the box.
- 9 Before he knew it, Monday morning found Travis in the car while his dad drove him to school. He noticed that his dad was uncharacteristically silent, staring straight ahead instead of jabbering away or singing a song. Travis was too worried about what the other players would think to spend much time figuring out his dad's unusual behavior.

- 10 When they pulled up in front of his school, the situation was worse than Travis thought. His dad said, "Well, looks like all your buds are here. I'll just drop you off."
- 11 Travis nodded, trying to think of what to do. Seeing no alternative, he slowly opened the car door. Just then, his dad stopped him. "Hey, Travis, wait a minute, okay?" Travis slumped back in the seat and looked at his dad with expectant eyes.
- 12 "Look . . ." his dad said hesitantly. "Travis, I know those aren't the shoes you had hoped for, but I saw the name of the guy on the shoes that you wanted and made a choice. The guy whose name is on those shoes," he said, pointing down at Travis's feet, "is someone I admire, unlike the guy whose shoes you wanted. Do you know how often Ryann has found himself in trouble?"
- 13 "No," Travis said.
- 14 "Never. He's never talked back to his coach or started a fight, and he's rarely even drawn a technical foul. He's always one of the top scorers in the league and he's a team player. You could've acted like a baby when you didn't get the shoes you wanted, Travis, but you were polite and made the best of it. You have honor, Son—like the guy whose name is on these shoes. I'm hoping that someday, your name will be on the coolest pair of shoes I'll ever see."
- 15 When Travis looked down at his feet, he saw the shoes differently. His dad had used his mind and heart to give his son a thoughtful gift.
- 16 Would the guys laugh when they saw his shoes? Yes, they probably would, but now he felt like he was wearing shoes that stood for something. He nodded and opened the door. "Thanks, Dad. I'll see you soon."
- 17 As Travis headed toward his teammates, he felt comfortable in his new basketball shoes.

**1 In paragraph 7, the word dilemma means —**

- A** an opposing viewpoint
- B** a great opportunity
- C** an original idea
- D** a difficult problem

**2 Which of the following is the *best* summary of paragraph 14?**

- F** Travis’s father explains why he chose the Ryann shoes.
- G** Travis’s father reveals the number of times Ryann has been in trouble.
- H** Travis’s father is proud of the traits that Ryann and Hart have in common.
- J** Travis’s father tells why he admires Hart as a player.

**3 Travis is disappointed with his shoes because they are the wrong —**

- A** color
- B** brand
- C** size
- D** design

**4 Travis thinks having Chuck Hart basketball shoes will —**

- F** improve his game
- G** impress his coach
- H** protect his feet
- J** help him fit in



**5 Chuck Hart is *most* admired for his —**

- A** good sportsmanship
- B** community work
- C** basketball skills
- D** team spirit

**6 Travis’s dad believes that —**

- F** athletes are unimportant as role models
- G** athletes should receive special treatment
- H** sportsmanship should not be criticized
- J** character means more than style

**7 Which event begins the conflict in this story?**

- A** Travis wants to play basketball.
- B** Travis laughs at his friend.
- C** Travis is opening a present.
- D** Travis is talking to his dad.

**8 Dad thinks Travis and Robert Ryann are alike because —**

- F** Travis wants to be popular with his teammates
- G** Travis behaves respectfully even though he is disappointed
- H** Travis worries that his teammates will laugh at him
- J** Travis becomes angry when he receives the wrong shoes

**9 The reader may *best* conclude that Travis’s dad —**

- A** did not know which shoes Travis wanted
- B** does not approve of Hart’s behavior
- C** believes the Ryann shoes will help Travis play better
- D** thinks the Ryann shoe is a better made shoe

**10 Which of these is the main conflict in this story?**

- F** Individual vs. individual
- G** Individual vs. nature
- H** Individual vs. technology
- J** Individual vs. self

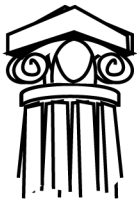
**11 Which word from this story has a prefix meaning “not”?**

- A** considered
- B** instead
- C** unusual
- D** expectant

**12 Which phrase is an example of a hyperbole?**

- F** dropped virtually a million hints
- G** name-brand shoes of a popular basketball player
- H** he sometimes didn’t fit in
- J** those shoes were really considered cool

**Directions: Read the flier and answer the questions that follow.**



# Greco-Roman Festival



**Friday, April 28th!**

You will be assigned to a group.

As a member of the group, you will participate in at least ONE of the following activities.

- 1 Compete in an Olympic event.** Sign up with your English teacher, and remember space is limited for each event, so don't delay. See the list under "Olympic Events" below.
- 2 Make Greek or Roman food.** Mrs. Jones has a list of authentic recipes from ancient Greece and Rome. You may make American food, but be sure to give it a unique, mythological name. For example, call your chocolate cake "Zeus's Delight." This is a great way to practice your skills in the kitchen. (Please bring your food in a disposable container.)
- 3 Create a work of art for the museum.** Be sure your artwork reflects ancient Greek or Roman culture. Artwork may include sculptures, paintings, mosaics, drawings, or models. The museum is a great place to show off your artistic talent.
- 4 Perform an original skit, song, or dance for the talent show.** Rewrite your favorite Greek myth using modern language, or change the lyrics of a popular song to tell a Greek or Roman tale. Gather your creative energy and submit your ideas to your English teacher for approval. To try out, you must perform for a panel of teachers. This audition helps the teachers choose the BEST performance groups for the talent show, so be sure your group has rehearsed.



## 5 OLYMPIC EVENTS:

- **Hercules Throw**—Throw a football through a hoop 20 feet away.
- **Three-Headed Race**—Three people line up with touching legs tied. Then they run the distance of the gym.
- **Toga-Barrow Race**—This is like a wheelbarrow race while wearing your toga. (Runners grab partners' feet while partners walk on hands.)



## 6 Come to the Toga-Tying Party

Since the ancient Greeks should inspire your apparel for the event, feel free to attend the festival in a toga.

Learn to tie your toga.

Thursday, April 27th

After school in the gym

## 7 This schedule will eliminate confusion and help groups know where to go.

Group Number	1:00–1:25	1:30–1:55	2:00–2:25	2:30–3:30
I	Olympics/Gym	Museum/Library	Food Court/ Cafeteria	Talent Show/Auditorium All teams Hurry! No seats reserved.
II	Food Court/ Cafeteria	Olympics/Gym	Museum/Library	
III	Museum/Library	Food Court/ Cafeteria	Olympics/Gym	

**13** In section 2, what does the word authentic mean?

- A actual
- B necessary
- C eager
- D working

**14** Which of these may the reader *best* conclude about the food activity in section 2?

- F Food sharing is not allowed.
- G New recipes must be created.
- H American foods are not allowed.
- J Greek or Roman names must be used.

**15** In section 4, what does the word lyrics mean?

- A chorus
- B poem
- C words
- D hymn

**16 Which of these *best* summarizes section 5?**

- F** Skills in throwing are needed in these games.
- G** Different physical competitions are offered.
- H** Partners are required for activity participation.
- J** Runners will be good candidates for winning.

**17 Which question is answered in section 5?**

- A** How will the competitions be judged?
- B** What recognition will the winners receive?
- C** Which events require more than one person?
- D** What may students wear for the football throw?

**18 According to section 7, where does Group II go after observing the artwork?**

- F** To compete in Olympic events
- G** To watch the talent show
- H** To rehearse for a dance
- J** To sample the food items

**19 Which piece of art would *not* be shown in the museum?**

- A** A drawing of ancient Greek buildings
- B** A model of an ancient Egyptian sculpture
- C** A sculpture of an ancient Roman athlete
- D** A painting of the ancient Olympic games

**20 Which of these *best* summarizes this flier?**

- F** Students participate in a festival to learn about Greeks and Romans.
- G** Students use creativity to make foods and perform.
- H** Students learn about Greek and Roman works of art.
- J** Students wear clothing to symbolize past cultures.

**21 The main purpose of this flier is to —**

- A** train students in clothing design
- B** inform students of their choices
- C** identify the students' talents
- D** persuade students to write songs

**22 What is the main organizational pattern of the flier?**

- F** Concept/definition
- G** Cause-and-effect
- H** Comparison/contrast
- J** Chronological order

**23 To learn more about the history of the Olympics, the *most* helpful source would be a —**

- A** world atlas
- B** thesaurus
- C** website
- D** dictionary



**Go to the next  
page and continue  
working.**

**Directions: Read the story and answer the questions that follow.**

### **A Storm of Luck**

- 1 "Now don't go too far, Trynn," said Mrs. Jemmerson. "You know how fast those dust storms blow in."
- 2 Trynn Jemmerson was used to her mother's concern, but she was also used to having time alone. As the daughter of two space archaeologists who loved their work, she was often on remote planets with only her parents for company. They included her in their conversations as if she could understand their scientific talk, which, of course, she could.
- 3 She knew exactly why they were on Mars and was aware of her parents' objective on this mission. Trynn's parents worked on accumulating early space equipment, such as the first rovers sent to explore Mars. Humans had left the Red Planet many years ago as they advanced well beyond their solar system. No one had actually colonized Mars, although the failed attempts set the stage for the success of further space travel.
- 4 The Jemmersons wanted to track the history of human travel to the farthest reaches of space. On this trip they intended to compile information and bring back the first Pathfinder to land on Mars, as well as Rover Five, the last rover sent before humans arrived. The Jemmersons had already found several other important relics, but the smaller Rover Five continued to escape their search efforts.
- 5 Today Trynn had decided she needed to leave the confines of the HoloGlobe she shared with her parents. This was the home that had been unpacked from their ship and filled with oxygen. She liked drawing landscapes of the places they had traveled, and yesterday she had seen an interesting cliff formation she wanted to draw. She put on her spacesuit, grabbed her sketchpad, and began her journey.
- 6 Jumping rapidly across the red rocks, Trynn made tracks in the opposite direction from her parents. Once she reached her destination, she began to draw. Trynn did not notice the darkening of the sky through her shaded visor. When the first wave of dust flew past her, she was so startled that she fell over. Staring straight up at the sky, Trynn noticed it had turned a dark red. She knew she should go home right away because the dust storms on Mars greatly reduced visibility. She struggled to her feet and began moving back toward the HoloGlobe. Soon she couldn't see past her hands. Trynn realized she didn't even know for sure that she was headed in the right direction.
- 7 Holding her hands in front of her, Trynn walked slowly and bumped into something solid. She felt up and down and realized this was the cliff wall she had been drawing. She decided it would be best to find shelter and wait out the storm. She traced her hand along the wall until she found a crack she could fit through that led to a cave.

- 8 Inside the cave the dusty wind was not as strong, so she sat down to wait. The light was dim, barely enough to see by. Trynn looked around at her surroundings and saw a glimmer of something shiny. She crawled farther back and with trembling hands wiped the dust from a large, square metal object. Trynn recognized it immediately from her studies. "Hello there, Rover Five!" she laughed.
- 9 The storm did not last long, and soon she heard the unmistakable roar of her parents' space buggy. Barely able to hold in her excitement, she ran out of the cave to their buggy. "Mom! Dad! Come look—I found Rover Five!"
- 10 Her parents were astonished at what they saw, but there was no doubt. Trynn Jemmerson had made her first archaeological discovery at the tender age of thirteen—and her parents had a feeling it wouldn't be her last! They held her close and flew back to the main ship, ready to report that their mission was complete. Trynn, still excited about finding the rover, was curious about where her parents would go for their next mission. Wherever it would be, Trynn would be right there with them, making her own contributions.

**24 The setting of this story is the —**

- F** HoloGlobe
- G** Rover Five
- H** planet Earth
- J** planet Mars

**25 In paragraph 4, the word compile means —**

- A** collect
- B** build
- C** contribute
- D** overlook

**26** In paragraph 5, Trynn may *best* be described as —

- F courageous
- G disobedient
- H independent
- J rebellious

**27** In paragraph 7, Trynn uses good judgment because she —

- A finds shelter to wait out the storm
- B listens to her mother’s warning
- C searches for interesting cliff formations
- D notices a dust storm approaching

**28** Which is the *best* summary of paragraphs 9 and 10?

- F Trynn’s parents protect her safety.
- G Trynn hopes to find secrets of the past.
- H Trynn’s discovery impresses her parents.
- J Trynn survives a dust storm.

**29** The main reason Trynn leaves the HoloGlobe is because she wants to —

- A see the sky
- B find Rover Five
- C study Mars
- D draw landscapes

**30 Which phrase *best* describes how Trynn’s parents treat her?**

- F** Rewarding her with freedom
- G** Wanting her to be like them
- H** Involving her in their work
- J** Requiring her to help them

**31 Which of these is the *best* summary of this story?**

- A** The daughter of space archaeologists, in spite of dust storm warnings, goes exploring to find space equipment and becomes lost.
- B** The daughter of space archaeologists becomes lost in a dust storm while she is setting up her sketching material.
- C** The daughter of space archaeologists is found after becoming lost in a storm and discovering antique space equipment.
- D** The daughter of space archaeologists takes her sketchpad to draw landscapes but becomes lost in a blinding dust storm.

**32 The title of this story is an example of —**

- F** flashback
- G** onomatopoeia
- H** foreshadowing
- J** personification

**33 This story is an example of which type of literature?**

- A** Biography
- B** Science fiction
- C** Personal narrative
- D** Historical fiction

**34 Which of these is an example of alliteration?**

- F** Jumping rapidly across the red rocks . . .
- G** She traced her hand along the wall . . .
- H** Inside the cave the dusty wind was not as strong . . .
- J** They held her close and flew back to the main ship . . .

**35 Complete the following analogy.**

**Shelter is to exposure as —**

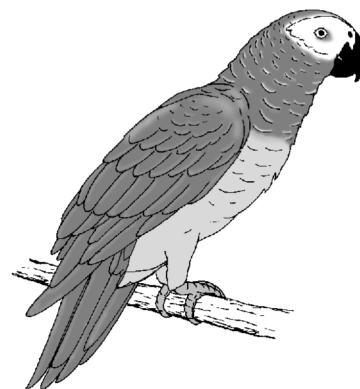
- A** sleep is to doze
- B** hand is to arm
- C** sun is to burn
- D** wet is to dry

**Go to the next  
page and continue  
working.**

**Directions: Read the article and answer the questions that follow.**

### **Alex Wants a Three Corner**

- 1 When people hear “Polly wants a cracker,” most imagine a parrot speaking. Parrots are well known for their ability to learn words or say simple sentences. In fact, that ability is one of the main reasons people like to have them as pets. Do parrots really know what they are saying though? Does Polly really want a cracker, or is she just making noise?
- 2 Until recently most scientists and animal experts believed that parrots were only good at mimicking sounds they heard. Many research scientists believe that talking birds repeat sounds that bring them praise or treats. Beyond this, they claim words probably have no meaning to parrots. If we say that someone is just “parroting the answer,” we mean that the person is repeating a memorized response without understanding it. The term “bird brain” is another example of a phrase that people use because they think that birds have limited mental abilities. Many think that a brain that is small in size cannot possess much intelligence or real language skills.
- 3 Other researchers are beginning to question this limited view of birds, particularly parrots. Dr. Irene Pepperberg is one of those researchers. In 1990 she published a research paper sharing the results of an exciting study. The study involved an African Grey parrot named Alex that seemed to communicate in a meaningful way. This study and Dr. Pepperberg’s continuing work with Alex have helped to change some people’s views about the mental abilities of parrots.
- 4 Dr. Pepperberg wanted to find out if parrots know what they are saying. She had read communication research on apes and dolphins. Some chimpanzees and gorillas can communicate with humans by using sign language. Dolphins can be taught to “talk” to people by pushing buttons labeled with symbols. Tests have shown that these animals know the meaning of what they are “saying.”
- 5 In 1977 Dr. Pepperberg bought Alex at a Chicago pet store. African Grey parrots are known as talented talkers. Some of them have been trained to use hundreds of words and phrases. Dr. Pepperberg wanted to see if Alex could be taught to speak meaningfully, so she and her assistant began to train him. Every time Alex repeated what they were saying, he was rewarded.
- 6 By 1997 Alex could name more than one hundred objects in Dr. Pepperberg’s laboratory. Alex could name various toys and favorite foods. He invented a word for his favorite treat, an apple slice, which he called a “banerry.”





- 7 Alex also recognized and named colors, numbers up to eight, materials, and shapes. In one test, Dr. Pepperberg showed him a wooden triangle and asked, "What shape is the wood?"
- 8 Alex replied, "Three corner." As a reward, Alex was allowed to play with the block. In another test, the researchers showed Alex a tray holding several triangular blocks of different colors. The researchers then asked Alex to say what all of the blocks had in common.
- 9 The bird replied, "Shape." He could also tell which block was the largest or smallest. When Alex became tired of working, he would say, "Go away!"
- 10 "All of the tests we've done with dolphins and apes to investigate their intelligence, we've done with Alex," Dr. Pepperberg said in a 1997 interview. "He scored as well as they did in many of them, better in some."
- 11 In 1997 Dr. Pepperberg and her assistants also began teaching Alex to recognize letters and to say their sounds. Alex might even learn to read! Whether or not he does, Alex is a very special bird.
- 12 Some critics say that the studies should not be taken seriously. They think that Alex is much more intelligent than other parrots or that he just has an excellent trainer. However, Dr. Pepperberg and other scientists do believe that Alex's abilities show that parrots' intelligence is similar to that of dolphins and apes.

**36 In paragraph 2, the phrases "parroting the answer" and "bird brain" show that —**

- F** people often talked about birds
- G** people can be rude to other people
- H** birds are viewed as unintelligent
- J** scientists know a great deal about birds

**37 In paragraph 4, why did the author put quotation marks around the words “talk” and “saying”?**

- A** These are words that someone else said.
- B** The author does not believe the scientists.
- C** These are amazing achievements for animals.
- D** The animals mentioned do not actually speak.

**38 Read this phrase from paragraph 5.**

... she and her assistant began to train him.

**In which word does the suffix -ant mean the same as it does in assistant?**

- F** brilliant
- G** distant
- H** restaurant
- J** servant

**39 Which question is answered in the last paragraph?**

- A** Why did Dr. Pepperberg choose an African Grey parrot?
- B** Why do some scientists question Dr. Pepperberg’s research?
- C** What letters and sounds has Alex learned from Dr. Pepperberg?
- D** What other animals does Dr. Pepperberg plan to study?

**40 Parrots communicate differently than chimpanzees by —**

- F** singing songs
- G** using words
- H** using sign language
- J** pushing buttons with symbols

**41 Dr. Pepperberg’s study has —**

- A** helped change views about the intelligence of parrots
- B** caused scientists to do more parrot studies
- C** proven that parrots are the most intelligent animals
- D** demonstrated that dolphins and parrots can talk

**42 According to this article, some scientists believe that parrots talk to —**

- F** ask for what they want
- G** receive a treat
- H** hear the sound of their voices
- J** keep people nearby

**43** "Can He Really Read?" would be the *best* heading for paragraph —

- A** 2
- B** 5
- C** 7
- D** 11

**44** The main purpose of this article is to —

- F** convince the reader to buy a parrot
- G** inform the reader about parrots' abilities
- H** entertain the reader with an animal story
- J** teach the reader about talking animals

**45** Which sentence is the *best* summary of this article?

- A** Some research scientists who work with birds have one opinion while other scientists have the opposite opinion.
- B** Many people believe birds cannot learn language, but a parrot named Alex seems to have proven them wrong.
- C** Dr. Pepperberg and her assistant began teaching Alex words by having him listen to them repeat words to each other.
- D** Tests have been performed to determine how much language can be learned by dolphins, chimpanzees, and gorillas.



### Answer Key-7064-R0118

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	D	001	Use word analysis strategies and information resources
2	F	002	Demonstrate comprehension of printed materials
3	B	002	Demonstrate comprehension of printed materials
4	J	002	Demonstrate comprehension of printed materials
5	C	002	Demonstrate comprehension of printed materials
6	J	002	Demonstrate comprehension of printed materials
7	C	002	Demonstrate comprehension of printed materials
8	G	002	Demonstrate comprehension of printed materials
9	B	002	Demonstrate comprehension of printed materials
10	J	002	Demonstrate comprehension of printed materials
11	C	001	Use word analysis strategies and information resources
12	F	001	Use word analysis strategies and information resources
13	A	001	Use word analysis strategies and information resources
14	J	002	Demonstrate comprehension of printed materials
15	C	001	Use word analysis strategies and information resources
16	G	002	Demonstrate comprehension of printed materials
17	C	002	Demonstrate comprehension of printed materials
18	G	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	F	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	F	002	Demonstrate comprehension of printed materials
23	C	001	Use word analysis strategies and information resources
24	J	002	Demonstrate comprehension of printed materials
25	A	001	Use word analysis strategies and information resources
26	H	002	Demonstrate comprehension of printed materials
27	A	002	Demonstrate comprehension of printed materials
28	H	002	Demonstrate comprehension of printed materials
29	D	002	Demonstrate comprehension of printed materials
30	H	002	Demonstrate comprehension of printed materials
31	C	002	Demonstrate comprehension of printed materials
32	H	002	Demonstrate comprehension of printed materials
33	B	002	Demonstrate comprehension of printed materials
34	F	001	Use word analysis strategies and information resources
35	D	001	Use word analysis strategies and information resources
36	H	001	Use word analysis strategies and information resources
37	D	002	Demonstrate comprehension of printed materials
38	J	001	Use word analysis strategies and information resources
39	B	002	Demonstrate comprehension of printed materials
40	G	002	Demonstrate comprehension of printed materials
41	A	002	Demonstrate comprehension of printed materials
42	G	002	Demonstrate comprehension of printed materials
43	D	002	Demonstrate comprehension of printed materials
44	G	002	Demonstrate comprehension of printed materials
45	B	002	Demonstrate comprehension of printed materials

### Grade 7 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	083
2	131
3	160
4	181
5	199
6	213
7	226
8	237
9	248
10	258
11	267
12	276
13	284
14	292
15	300
16	307
17	314
18	322
19	329
20	336
21	343
22	350
23	357
24	364
25	371
26	378
27	385
28	392
<b>29</b>	<b>400</b>
30	407
31	415
32	424
33	432
34	441
35	451
36	461
37	472
38	484
39	497
<b>40</b>	<b>512</b>
41	530
42	552
43	581
44	600
45	600