

SAMPLE ITEM BOOKLET
2017
Support
Materials



Directions

Today you will take a test in mathematics. For this test, you will answer selected-response and constructed-response questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You may NOT use a calculator to answer the questions in this session.

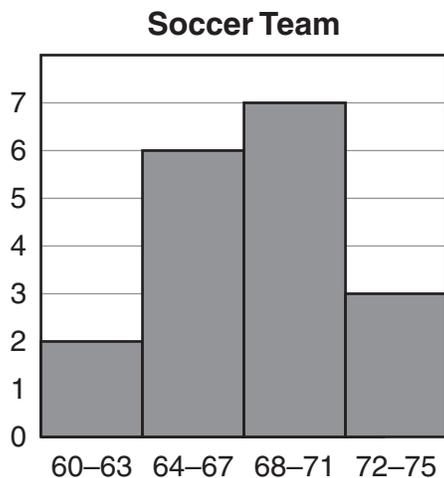
Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.SP.02.05.b

MATHEMATICAL PRACTICES STANDARD: 1

KEY: A

1. The coach of a soccer team collected data from the players on the team. This histogram shows the data.



Which label is **most** appropriate for the horizontal axis of the histogram?

- A Height (in inches)
- B Number of Teams
- C Number of Players
- D Time Practiced per Week (in hours)

Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.NS.02.04

MATHEMATICAL PRACTICES STANDARD: 7

KEY: A

2. Which of the following shows $48 + 34$ as the product of one factor **and** the sum of two whole numbers with no common factors other than 1?
- A $2(24 + 17)$
 - B $3(16 + 11)$
 - C $4(12 + 8)$
 - D $6(8 + 4)$

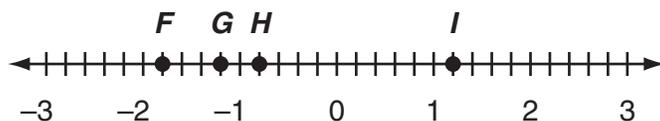
Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.NS.03.06.a

MATHEMATICAL PRACTICES STANDARD: 4

KEY: B

3. Points F , G , H , and I are plotted on this number line.



Which point represents -1.2 on the number line?

- A point F
- B point G
- C point H
- D point I

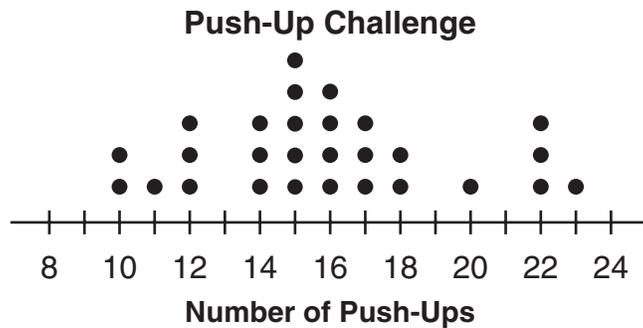
Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.SP.02.05.a

MATHEMATICAL PRACTICES STANDARD: 4

KEY: B

4. The dot plot shows the number of push-ups some students did during the push-up challenge at a school.



Based on the dot plot, which statement is true?

- A Seven students did more than 18 push-ups.
- B Half the students did more than 15 push-ups.
- C Thirty students participated in the push-up challenge.
- D Half the students did between 14 and 16 push-ups.

Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.EE.02.06

MATHEMATICAL PRACTICES STANDARD: 2

KEY: N/A

5. At a local deli, ham costs \$6 per pound and cheese costs \$4.50 per pound. Keyon wrote the expression $6h + 4.50c$ to model this situation.
- What does the variable h represent in the expression?
 - What does the expression $6h + 4.50c$ represent?

At the deli, Keyon wants to buy some pickles that cost \$2 each and some macaroni salad that costs \$3 per pound.

- Write an expression to represent the total dollar amount Keyon can spend on pickles and macaroni salad. Be sure to define any variables you use in your expression.

Keyon buys 6 pickles and 3 pounds of macaroni salad.

- What is the total dollar amount Keyon spends on pickles and macaroni salad? Show your work or explain how you know.

Concepts and Procedures Scoring Rubric

Score	Description
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training Notes

- Part a 1 point for correct answer, **the number of pounds of ham bought**
- Part b 1 point for correct answer, **the total cost of ham and cheese bought**
- Part c 1 point for correct answer, **$2p + 3m$** , or equivalent
- Part d 1 point for correct answer, **\$21**

Mathematical Practices Scoring Rubric

Score	Description
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training Notes

- 1 point for identifying important quantities in a practical situation (correctly defines both variables used in expression written in part (c))
- 1 point for using models to predict outcomes and solve problems (understands that the number 6 is substituted for the number of pickles and the number 3 is substituted for the number of pounds of macaroni salad to determine the total amount spent)

Exemplary Response

- the number of pounds of ham bought
- the total cost of ham and cheese bought
- $2p + 3m$, where p represents the number of pickles bought and m represents the number of pounds of macaroni salad bought
- For 6 pickles and 3 pounds of macaroni salad, the total dollar amount spent would be: $2(6) + 3(3) = 12 + 9 = \$21$

Score Point 4

- a. The pounds of ham bought.
- b. Total cost of ham and cheese purchased.
- c. $2p + 3m$ p is pickles and m is macaroni salad
- d. $2(6) + 3(3) = 12 + 9 = \$21$

ANNOTATIONS

CPS: 4 points/4 score

A-1: The student correctly identifies what the variable h represents.

B-1: The student correctly identifies what the expression represents.

C-1: The student writes a correct expression to represent the total dollar amount spent.

D-1: The student correctly calculates the total dollar amount spent.

MPS: 2 points

1: The student correctly defines both variables in part (c).

1: The student understands how to substitute numerical values for variables to find an answer in part (d).

Score Point 3

- a. The amount of ham purchased.
- b. How many pounds of ham and cheese when added together.
- c. $2p + 3m$
- d. $(2 \times 6) + (3 \times 3) = 12 + 9 = 21$ \$21.00

ANNOTATIONS

CPS: 3 points/3 score

A-1: The student correctly identifies what the variable h represents.

B-0: The student incorrectly identifies what the expression represents.

C-1: The student writes a correct expression to represent the total dollar amount spent.

D-1: The student correctly calculates the total dollar amount spent.

MPS: 1 point

0: The student fails to identify the variables in part (c).

1: The student understands how to substitute numerical values for variables to find an answer in part (d).

Score Point 2

- a. Pounds of ham.
- b. Ham and cheese.
- c. $5pm =$
- d. $2(6) + 3(3) = 12 + 9 = 21$ dollars

ANNOTATIONS

CPS: 2 points/2 score

A-1: The student correctly identifies what the variable h represents.

B-0: The student incorrectly identifies what the expression represents.

C-0: The student writes an incorrect expression to represent the total dollar amount spent.

D-1: The student correctly calculates the total dollar amount spent.

MPS: 1 point

0: The student fails to identify the variables in part (c).

1: The student understands how to substitute numerical values for variables to find an answer in part (d).

Score Point 1

- a. An unknown.
- b. How much money was spent.
- c. $2p + 3m$
- d. $2 \times 6 \times 3 \times 3 = 108$ \$108

ANNOTATIONS

CPS: 1 point/1 score

A-0: The student incorrectly identifies what the variable h represents.

B-0: The student provides an insufficient explanation of what the expression represents.

C-1: The student writes a correct expression to represent the total dollar amount spent.

D-0: The student incorrectly calculates the total dollar amount spent.

MPS: 0 points

0: The student fails to identify the variables in part (c).

0: The student does not understand how to substitute numerical values for variables in part (d).

Score Point 0

- a. Hours.
- b. The number of hours until the deli closes.
- c. $6h + 3m + 2p$
- d. 18 dollars

ANNOTATIONS

CPS: 0 points/0 score

A-0: The student incorrectly identifies what the variable h represents.

B-0: The student incorrectly identifies what the expression represents.

C-0: The student writes an incorrect expression to represent the total dollar amount spent.

D-0: The student presents an incorrect total for the dollar amount spent.

MPS: 0 points

0: The student fails to identify the variables in part (c).

0: The student does not show substitution of numerical values for variables in part (d).

Directions

Today you will take a test in mathematics. For this test, you will answer selected-response and constructed-response questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You MAY use a calculator to answer the questions in this session.

Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.RP.01.03.a

MATHEMATICAL PRACTICES STANDARD: 3

KEY: C

6. A manager at a store sells bags of red apples and bags of green apples. These tables show the numbers of each type of apple in different numbers of bags.

Number of Bags	Number of Red Apples	Number of Bags	Number of Green Apples
3	24	2	18
6	48	4	36
9	72	8	72

Which statement **best** describes the ratio of red apples per bag to the ratio of green apples per bag?

- A The ratios are the same because the greatest number of each type of apple is 72.
- B The ratios cannot be compared because the numbers of bags and the numbers of apples are different.
- C The ratio of red apples per bag is less than the ratio of green apples per bag because $\frac{24}{3}$ is less than $\frac{18}{2}$.
- D The ratio of red apples per bag is greater than the ratio of green apples per bag because 24 is greater than 18.

Use the information below to answer questions 7 and 8.

Diego rode his bicycle 12.6 miles in 1.5 hours.

Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.RP.01.02

MATHEMATICAL PRACTICES STANDARD: 2

KEY: A

7. Which equation shows the unit rate, r , in miles per hour, that Diego rode his bicycle?
- A $1.5 \times 12.6 = r$
 - B $1.5 \div 12.6 = r$
 - C $12.6 + 1.5 = r$
 - D $12.6 \div 1.5 = r$

Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.RP.01.03.b

MATHEMATICAL PRACTICES STANDARD: 2

KEY: C

8. If Diego rides at the same average rate, how many miles will he ride in 2.5 hours?
- A 15.1
 - B 16.8
 - C 21.0
 - D 25.2

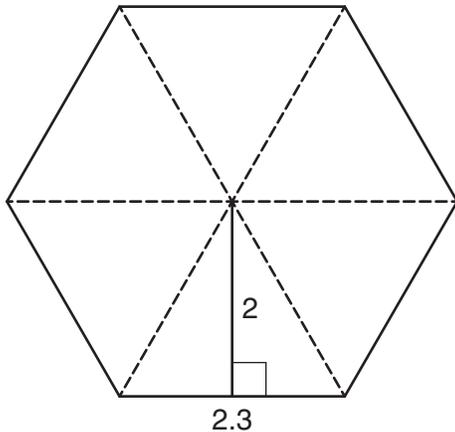
Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.G.01.01

MATHEMATICAL PRACTICES STANDARD: 7

KEY: B

9. This hexagon has six sides that are each approximately 2.3 units in length.



Which calculation shows the approximate area, in square units, of this hexagon?

- A** $6 \times \frac{1}{2}(2.3) \times \frac{1}{2}(2) = 6.9$
- B** $6 \times \frac{1}{2}(2.3 \times 2) = 13.8$
- C** $6 \times (2.3 + 2) = 25.8$
- D** $6 \times (2.3 \times 2) = 27.6$

Alignment

CONCEPTS AND PROCEDURES STANDARD: 06.NS.02.04

MATHEMATICAL PRACTICES STANDARD: 2

KEY: N/A

- 10.** Two bells ring at the same time every day at 12:00 p.m. After that, the first bell rings every 8 minutes and the second bell rings every 10 minutes.
- Between 12:00 p.m. and 12:30 p.m., at what times will the first bell ring?
 - After 12:00 p.m., when is the next time that **both** bells will ring at the same time? Use words or numbers to explain how you know.

Concepts and Procedures Scoring Rubric

Score	Description
2	The student earns 2 points.
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training NotesPart a 1 point for all correct answers, **12:08 p.m., 12:16 p.m., 12:24 p.m.**Part b 1 point for correct answer, **12:40 p.m.****Note:** Student does not need to write “p.m.” in either part in order to receive credit.

Mathematical Practices Scoring Rubric

Score	Description
1	The student earns 1 point.
0	The student earns 0 points.
Blank	No response

Training Notes

1 point for making sense of quantities and their relationships in problem situations (realizes that multiples of 8 and 10 are needed in order to determine the times each bell rings and that the first occurrence of a common time is when they both ring together)

Exemplary Response

- 12:08 p.m., 12:16 p.m., 12:24 p.m.
- First bell rings in the p.m. at 12:08, 12:16, 12:24, 12:32, 12:40, 12:48, 12:56, ...
Second bell rings in the p.m. at 12:10, 12:20, 12:30, 12:40, ...
The earliest time that both bells ring together is at 12:40 p.m.

Score Point 2

- a. 12:08, 12:16, 12:24
- b. 1st bell: 12:08, 12:16, 12:24, 12:32, 12:40
2nd bell: 12:10, 12:20, 12:30, 12:40
The next time that they both ring together is 12:40.

ANNOTATIONS

CPS: 2 points/2 score

A-1: The student provides the three correct times that the first bell will ring.

B-1: The student correctly provides the next time both bells will ring together.

MPS: 1 point

1: The student realizes that multiples of 8 and 10 are needed and that the first occurrence of a common time is when they both ring together.

Score Point 1

- a. 12:08 p.m., 12:16 p.m., 12:22 p.m.
- b. $1 \times 8 = 8$, $2 \times 8 = 16$, $3 \times 8 = 24$, $4 \times 8 = 32$, $5 \times 8 = 40^*$
 $1 \times 10 = 10$, $2 \times 10 = 20$, $3 \times 10 = 30$, $4 \times 10 = 40^*$
 $12:00 + 40 = 12:40$ $12:40$ p.m. will be the next time both bells ring!

ANNOTATIONS

CPS: 1 point/1 score

A-0: The student provides only two of the three correct times that the first bell will ring.

B-1: The student correctly provides the next time both bells will ring together.

MPS: 1 point

1: The student realizes that multiples of 8 and 10 are needed and that the first occurrence of a common time is when they both ring together.

Score Point 0

- a. 12:08, 12:18, 12:28
- b. 8 times 10 equals 80 12:00 plus 80 equals 12:80

ANNOTATIONS

CPS: 0 points/0 score

A-0: The student provides only one of the three correct times that the first bell will ring.

B-0: The student provides a time that is incorrect for the next time both bells will ring together.

MPS: 0 points

0: While the student shows some understanding that multiples of 8 and 10 are needed, the student fails to recognize when the first occurrence of a common time happens.

Directions

Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.

Passage 1

The Performance

- 1 On the day that Ms. Sanchez asked me to play a solo in our spring jazz band concert, I felt like my dreams of becoming a real musician were finally coming true. I was so excited at the time that I didn't think about the fact that I would be playing in front of actual people.
- 2 Last summer, Dad took me to a jazz concert where I saw a trumpeter named Charlton Singleton perform. When I got home, I scoured the Internet for videos of trumpet players such as Louis Armstrong, Dizzy Gillespie, and Lee Morgan. I watched them for hours, fascinated by how quickly they could move their fingers and redefine notes with just a movement of their mouth (which I later learned was called their "embouchure"), until my father finally had to tell me to turn off the computer. I knew I was intended to play this brass instrument.
- 3 I started taking lessons with Ms. Sanchez in September. I practiced for at least an hour every day, much to the irritation of my poor father's ears. I knew my hard work was paying off when Ms. Sanchez asked if I'd play a brief solo in the jazz classic "Big Dipper" by Thad Jones.
- 4 Every time I practiced the solo, I pictured Louis Armstrong or one of my other trumpet heroes. They inspired me to take a few risks, to not just play the notes but to *feel* the notes. Playing in my room, I felt like the most talented trumpeter in the world.
- 5 On the day of the concert, I woke up with a sudden feeling of dread. Practicing alone or in front of my classmates was one thing. But to play in front of a roomful of people, that was terrifying.
- 6 When the band began playing "Big Dipper," my fingers started to shake. My solo was approaching. My throat felt tight, my mouth turned dry as a desert. *Oh no, what was happening to my body?* I hadn't planned for this. I stood up and walked to the front of the stage.
- 7 I was supposed to play in G7, but a wrong note came blaring out of the trumpet. That wasn't supposed to happen. Sweat dripped down my nose. The lights on the stage seemed to grow even hotter, spotlighting my mistakes. Again I tried, and this time I played in D7 instead of G7.

- 8 I stopped and felt my cheeks grow hot. Ms. Sanchez looked at me and smiled encouragingly. The band kept going.
- 9 After what felt like a million years but was probably only a few seconds, I picked up where the band was and found the right chord. From there, after all my hours of practice, my fingers and mouth knew just what to do. I kept finding the right notes, the right chords, and eventually my mind focused on the music. The crowd disappeared. For one brief moment, I was Dizzy Gillespie, enchanting the audience.
- 10 Before I knew it, my solo was over. There was some polite clapping from the audience, my father of course being the loudest. I even heard a “Go Joseph!”
- 11 A feeling of excitement came over me as I sat back down and I realized that was fun. Despite the mistakes, I knew I wanted to perform again.
- 12 Afterward, Ms. Sanchez came up and told me, “All musicians can play, but real musicians can recover.” Maybe she was just trying to make me feel better, but in that moment, I knew I was a real musician.

“The Performance” © 2017 by Measured Progress.

The speaker in this poem is an art teacher waiting for students on the first day of school.

Passage 2

Room 202B

7:10 a.m. First day of school.

I set my cup on my desk.

I go to my shelves against the sunlit wall of 202B
and catch the familiar smell of inspiration—

5 of charcoal, clay, watercolors, and wood.

It takes over the quiet of my vanilla tea.

For me, it has always been this way.

I take in the air.

At two, the clean smell of crayons

10 helped me draw what I couldn't say out loud.

At six, the sweetness of play dough
made every rainy day a gift.

And at twelve, breathing in
the binding of a blank sketchbook

15 reminded me that I can always
begin again.

7:15. The students will arrive soon.

Not everyone can sense the possible—at least, not right away.

Some detect hints of

20 lines not straight enough, or curves too curvy,
tall cups that end up small . . .

familiar faces that somehow turn out to be strangers.

Grade 6 | Reading

7:20. *The buses begin to arrive.*

But in 202B, the fragrance of what is possible seeps in,
25 and they begin to sense what I have already witnessed—
That paint does flow like a wild river
from the tip of a brush, but in time, we can tame it.
Though it does keep its wildness. And that's OK.

They come to believe what I have already observed—
30 That faint chalk colors do spread like dust
from a forgotten closet, but with practice, they
make memories of the beach,
or of the mountains,
or of the basketball court
35 hazy . . . like a dream.

And they begin to realize what I have already learned—
That fingers, with patience and growing strength,
can bend, can twist, can smooth what once was
cold clay into fired, solid forms of thoughts.

40 7:25.

202B. This must be it. I smell something.

Me, too. Come on in.

"Room 202B" © 2017 by Measured Progress.

Alignment

STANDARD: RL.06.04

KEY: A

1. As used in paragraph 2 of Passage 1, what does the word “fascinated” show about the narrator?
- A He is amazed by the skills of famous trumpet players.
 - B He is puzzled by the way some people play the trumpet.
 - C He is worried that jazz is too difficult to play on the trumpet.
 - D He is surprised that so many trumpet players are experts at jazz.

Alignment

STANDARD: RL.06.01

KEY: C

2. In paragraph 5 of Passage 1, why does the narrator wake up “with a sudden feeling of dread”?
- A He does not play as well as musicians from the past.
 - B He has been playing the trumpet only since September.
 - C He knows there will be many audience members at the concert.
 - D He cannot remember the request Ms. Sanchez made about the concert.

Grade 6 | Reading

Alignment

STANDARD: RL.06.03

KEY: N/A

3. In “The Performance,” explain what the narrator learns because of the events in paragraph 7. Use details from the passage to support your answer.

Rubric

Score	Description
2	The response is a clear, complete, and accurate explanation of what the narrator learns because of the events in paragraph 7. The response contains relevant details from the passage.
1	The response is a partial explanation of what the narrator learns because of the events in paragraph 7. The response contains few or no details from the passage and may include misinterpretations.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response

Scoring Notes

An explanation of what the narrator, Joseph, learns because of the events in paragraph 7 may include, but is not limited to:

- In paragraph 7, Joseph makes several errors when playing his first solo. He feels self-conscious, and reacts by sweating and getting nervous.
- However, his teacher encourages him to go on, and he keeps playing. He learns to keep going despite his mistakes, and he learns how to recover.
- By the end of the performance, he is enjoying himself and realizes he really likes performing.
- He learns that real musicians make mistakes, too, and that you must keep going. Joseph wants to perform again despite the setback.

Other interpretations are acceptable if supported by relevant evidence from the text.

Score Point 2

The narrator learns to keep going even if you make a mistake. He started his solo in D7 instead of G7. His teacher told him to keep going and he finished his solo. He learned that even though he made a mistake he wanted to keep playing the trumpet.

ANNOTATIONS

The response provides a clear and complete explanation of what the narrator learns. The response describes the lesson (“keep going”) and explains how he learned the lesson with specific details from the passage (“his teacher told him to keep going”).

Score Point 1

The Narrator learns to keep trying even when you make mistakes like when he started on the wrong note.

ANNOTATIONS

The response provides a partial explanation of what the narrator learns (“keep trying”) with only one supporting detail from the passage (“started on the wrong note”).

Score Point 0

I like the guitar better. I want to play guitar.

ANNOTATIONS

The response is irrelevant.

Alignment

STANDARD: RL.06.05

KEY: A

4. In Passage 2, which statement **best** describes how lines 1–8 are important to the poem?
- A They set up the idea that the speaker has taught art for a long time.
 - B They demonstrate that the speaker likes being alone when making art.
 - C They suggest that the speaker will be interrupted by an art project.
 - D They explain why the speaker likes to start the day so early.

Alignment

STANDARD: RL.06.06

KEY: B

5. In Passage 2, the poet develops the speaker’s point of view **mainly** by
- A listing new goals for the future.
 - B describing personal experiences.
 - C explaining the best ways to teach.
 - D urging others to become teachers.

Alignment

STANDARD: RL.06.02

KEY: B, D

This question has two parts. Be sure to answer both parts of the question.

6. Which of the following **best** states the central idea of Passage 2?
- A Some people who try making art do not like it.
 - B Students can gradually get satisfaction from making art.
 - C Most people should start to make art when they are young.
 - D Art teachers should not quickly praise students who are making art.

Which choice provides the **best** evidence for the answer to the previous question?

- A "I set my cup on my desk. / I go to my shelves against the sunlit wall of 202B"
- B "At two, the clean smell of crayons / helped me draw what I couldn't say out loud."
- C "Some detect hints of / lines not straight enough, or curves too curvy,"
- D "That paint does flow like a wild river / . . . but in time, we can tame it."

Alignment

STANDARD: RL.06.09

KEY: N/A

7. Compare and contrast the roles of the teachers in “The Performance” and “Room 202B.” Use details from **both** passages to support your answer.

Rubric

Score	Description
4	The response is a clear, complete, and accurate comparison and contrast of the roles of the teachers in the passages. The response contains important details from the passages.
3	The response is a mostly clear, complete, and accurate comparison and contrast of the roles of the teachers in the passages. The response includes relevant but often general details from the passages.
2	The response is a partial comparison and contrast of the roles of the teachers in the passages. The response includes limited details from the passages and may include misinterpretations.
1	The response is a minimal comparison and contrast of the roles of the teachers in the passages. The response contains few or no details from the passages and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response

Scoring Notes

A comparison and contrast of the roles of the teachers in the passages may include, but is not limited to:

- The teachers in both passages believe in their students, though this idea takes different forms. In “The Performance,” the author describes Ms. Sanchez as teaching Joseph how to play the trumpet and giving him a solo in the school concert. In “Room 202B,” the speaker describes his or her belief in his or her students’ ability to create.
- Both authors depict the teachers as offering specific encouragement in different ways. In “The Performance,” the author shows Ms. Sanchez helping Joseph through his mistakes. This action helps Joseph gain confidence and complete his solo. In “Room 202B,” the speaker explains how students grow and come to understand the creative process for themselves in their own way.
- Both authors depict the teachers believing in the growth of the students in different ways. In “The Performance,” the author shows Ms. Sanchez helping Joseph to realize that he is a real musician. In “Room 202B,” the speaker also believes the students will understand how to make art for themselves.

Other interpretations are acceptable if supported by relevant evidence from the text.

Score Point 4

The roles of the teachers in “The Performance” and “Room 202B” was that of an encourager. Ms Snachez got Joseph to keep going when he started out in the wrong key of D7. Afterwards when Joseph finished she told him that “all musicians can play but real musicians can recover”. This shows that she was trying to get Joesph to keep playing and that he did a good job even though he made a mistake. In “Room 202B” the teacher is getting her class ready for the kids. She wants to get her kids to believe that they can make art with proactice. In line 29 it says “They come to believe what I have already observed”. This shows that she thinks that the kids can produce art but they need to practice. Ms Sanchez is a band teacher at a concert and is with her band. The teacher in 202B is laying out all the tools to do art and is waiting for her kids to come in.

ANNOTATIONS

The response provides a clear, complete, and accurate comparison and contrast of the roles of the two teachers in the passage and the poem, showing that they were both “an encourager.” The response provides specific details about how they are encouraging teachers in the form of quotations from both passages (“all musicians can play but real musicians can recover”) in support of the response.

Score Point 3

The teachers in “Room 202B” and “The performance” want their students to do well and continue to play music or make art. She gave him the solo in the first place, so she encouraged him to play better and practice. Ms Sanchez encourages the narrator to continue when he makes a mistake and tells him that he is a real musician since he recovered from his mistake. The teacher in Room 202B is laying out all her supplies and thinks her students can make art if they practice enough. The art teacher also thinks her students can do better if they practice art more.

ANNOTATIONS

The response is a mostly complete comparison and contrast of the role of the teachers in the passages. It is slightly imbalanced. The response is a clear and complete explanation of the role of a teacher in Passage 1, showing that she encouraged the students to “play better and practice,” with specific details from the passage. However, the response is only a partial explanation of the role of the teacher in Passage 2, saying that she “thinks her students can make art,” but does not use specific details to support the response.

Score Point 2

Ms Sanchez is a good teacher. She gets Joseph to continue even when he started in the wrong note. After the concert she commented that he recovered which made him a good musician. The teacher in room 202b is the same. She wants her kids to see and do art with all the things she is laying out.

ANNOTATIONS

The response is a partial comparison and contrast of the roles of both teachers, saying only that “the teacher in room 202b is the same.” The response provides minimal and general details from both passages (“do art with all the things”).

Score Point 1

They are both Teachers. One teaches music and one art. Both want the kids to do well and get better.

ANNOTATIONS

The response is a minimal comparison and contrast, providing a vague and general comparison that they are both teachers and “both want the kids to do well” with no specific, supporting details from the passage.

Score Point 0

The kid messed up his song at the concert but kept playing. He was a trumpet player.

ANNOTATIONS

The response is irrelevant; it provides information about the student but does not mention the teachers in either passage.

Directions

Today you will take a test in writing and language. For this test, you will read passages and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

Read the passage. Then answer the questions that follow.

Let the Games Begin!

1. The modern Olympic games first took place in Athens in 1896. **2.** The small, simple ceremony that opened those events was very different from today's lively celebrations.

3. For example, athletes have not always entered the arena by country. **4.** On the other hand, for the games' first 60 years, athletes went in one by one in alphabetical order. **5.** In 1956, however, athletes from the same nation started entering together in what is known as the "Parade of Athletes."

6. A favorite part of the opening ceremonies is the lighting of the Olympic flame. **7.** The torch symbolizes, or represents, the lasting principles of the games as well as international peace and goodwill. **8.** This symbol is somewhat new, though, first appearing in 1928 in Amsterdam when a fire was lit inside a giant bowl. **9.** Now a torch is carried around the city hosting the games, sometimes even across that entire country, and into the arena. **10.** This is known as the torch relay. **11.** The torch represents the passing of Olympic customs from one generation to the next.

12. Other changes to Olympic customs include the fact that real birds are no longer given a special part in the ceremonies. **13.** From 1936 to 1988, birds were released into the air just before the Olympic flame was lit. **14.** Today, some countries have chosen to symbolize this act. **15.** For example, in the 2012 London games, performers on bikes wore wings and circling the arena, they did produce the look of a swirling flock.

16. Today, Olympic opening ceremonies are immense spectacles. **17.** They last several hours, cost millions of dollars, and include thousands of performers. **18.** Though the ceremony has changed a lot since the first games, its feeling of competition and celebration remains the same.

"Let the Games Begin!" © 2017 by Measured Progress.

Alignment

STANDARD: W.06.02.a

KEY: D, C

This question has two parts. Be sure to answer both parts of the question.

1. The writer wants to add a sentence after sentence 2 to introduce the topic. Which sentence would be **best** to add?
- A This is because the opening ceremony at the Olympics has changed to center around the torch.
 - B This is because it is now much easier to travel within and between countries to attend the opening ceremony.
 - C This is because some countries cannot afford to produce many of the best-known parts of the opening ceremony.
 - D This is because many of the best-known parts of the ceremony were added over the years, one Olympics at a time.

Which choice provides the **best** evidence for the answer to the previous question?

- A “The torch symbolizes, or represents, the lasting principles of the games as well as international peace and goodwill.”
- B “Now a torch is carried around the city hosting the games, sometimes even across that entire country, and into the arena.”
- C “Other changes to Olympic customs include the fact that real birds are no longer given a special part in the ceremonies.”
- D “They last several hours, cost millions of dollars, and include thousands of performers.”

Grade 6 | Writing & Language

Alignment

STANDARD: W.06.02.c

KEY: A

2. How should the underlined words in sentence 4 be changed to **best** connect the ideas in sentence 3 with the ideas in sentence 4?
- A In fact
 - B However
 - C In addition
 - D As a result

Alignment

STANDARD: L.06.02.b

KEY: B

3. How should the underlined word in sentence 6 be spelled?
- A favoriate
 - B favorite
 - C favorrite
 - D favourite

Alignment

STANDARD: W.06.02.b

KEY: A

4. The writer is deciding whether sentence 8 supports the topic. Should the writer keep sentence 8?
- A Yes, because it gives an important detail.
 - B Yes, because it is from a quality source.
 - C No, because it goes against the previous idea.
 - D No, because it expresses an opinion.

Grade 6 | Writing & Language

Alignment

STANDARD: L.06.04.c

KEY: B

5. Read this dictionary entry.

release *v* **1.** to relieve from a burden **2.** to set free **3.** to give permission **4.** to give up in favor of another

Which definition of the word released is used in sentence 13?

- A definition 1
- B definition 2
- C definition 3
- D definition 4

Alignment

STANDARD: L.06.01.e

KEY: C

6. Which sentence should the writer change because it does **not** use standard English?
- A sentence 5
 - B sentence 10
 - C sentence 15
 - D sentence 16