

Selected-Response Illustrative Items

Levels 10–13

Directions Read this story about the Golly sisters, who are traveling in the West. Then answer Numbers 3 through 6.

The Golly Sisters in a Storm *by Betsy Byars*



“I hear thunder,” said May-May.
 “I hear it too,” said Rose.
 “I am not afraid of thunder.”
 “I am not afraid of it either.”

The wagon rolled on.
 “I see lightning,” said May-May.
 “I see it too,” said Rose.
 “I am not afraid of lightning.”
 “I am not afraid of it either.”

“Remember when we were little girls?”
 May-May asked.
 “We were so afraid
 of thunder and lightning,
 we would hide under the bed.”
 “How silly we were!” said Rose.
 “Rose, you know what would be fun?”
 “What?” asked Rose.

“To hide under the bed
 the way we used to,” said May-May.

“That would be fun,” said Rose.
 “Let’s hide under the bed.”

May-May said,
 “Remember how we used to sing
 as loud as we could so we wouldn’t
 hear the thunder?”



“Yes,” said Rose, “and remember
 how we used to close our eyes
 as tight as we could so we wouldn’t
 see the lightning?”

The Golly sisters closed their eyes
 and sang.

“Who’s afraid of the big bad storm?”
 they sang. “Not the Gollys.”
 They sang again and again.

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Finally they opened their eyes.
 “I don’t see lightning anymore,”
 said Rose.
 “And I don’t hear thunder,”
 said May-May.

May-May looked out of the wagon.
 “Yes, the storm has passed,” she said.
 Rose smiled and said, “I am so glad
 we are not children anymore.”

“Yes,” said May-May, “I am glad we
 are not children who have to hide
 under the bed every time a storm
 comes.”

Rose took up the reins.
 And the Golly sisters headed for
 clear skies ahead.



03 Analyze Text

After reading the story, the student demonstrates an understanding of the main idea or theme by choosing which answer best summarizes what the story is about. Other items in the objective focus on analyzing character, drawing conclusions, inferring relationships such as cause and effect, and identifying story elements such as plot and setting.

3 What happens in this story?

- Two sisters wish they could play together again.
- Two sisters traveling in a wagon are caught in a storm.
- Two little girls pretend they are in a storm.
- Two little girls play hide and seek.

02 Basic Understanding

This item asks the student to demonstrate literal understanding by recognizing the correct sequence of events in the story. Other items in this objective measure the student’s ability to identify a significant detail or event, master grade-level vocabulary, and show basic understanding of a stated main idea.

4 At the beginning of the story, the Golly sisters

- remember what they did as children during storms
- sing songs about being outdoors on rainy days
- close their eyes and listen to the sound of rain
- cry loudly and shout for help

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04 Evaluate and Extend Meaning

In this item, the student is asked to critically assess a statement from the story. Other items in this objective focus on the student's ability to transfer what has been learned about a character to a new situation and to predict future actions, grasp the author's perspective and point of view, and distinguish between reality and fantasy.

5 May-May says

I am glad we are not children who have to hide under the bed every time a storm comes.

What is funny about what May-May says?

- She and Rose really are children.
- She and Rose never really hid during the storm.
- She and Rose only pretended they were in a storm.
- She and Rose act just the way they did when they were children.

05 Identify Reading Strategies

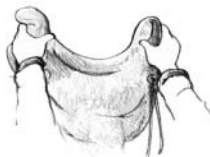
This item measures a student's ability to apply existing knowledge and vocabulary strategies in order to grasp the meaning of an above-grade vocabulary word. Picture answer choices in this item connect graphics with the text and support the young reader's visualization of the story. Other items in this objective include comparing information across texts, looking back at a passage to find support for a previous, linked item, and using other reading strategies such as formulating questions to deepen understanding.

6 The story says

Rose took up the reins.

Which picture shows what reins are?









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06 Introduction to Print

This item, which tests recognition of contractions, is linked to the passage by using a sentence from the story. Other items in this objective test knowledge of sounds and word structure relationships.

7 The story says

Who's afraid of the big bad storm?

What is another way to say Who's?

Who is

Who has

Who saw

Who was



07 Sentence Structure

This type of item asks the student to distinguish correctly formed sentences from fragments. Other items in this objective focus on sentence combining and distinguishing complete sentences from run-on sentences.

8 Find the sentence that is complete and is written correctly.

- Riding in their wagon.
- In the middle of a storm.
- They are sisters.
- One with yellow hair, one with dark.

08 Writing Strategies

This item measures the student's ability to choose a topic sentence by analyzing the supporting sentences of a paragraph, a skill that promotes good reading and independent writing. Other items in this objective measure the student's ability to identify information sources, organize information in preparation of writing, analyze a paragraph for coherence and sequence of ideas, and choose supporting sentences that best develop a topic sentence.

Directions Find the sentence that best completes the story.

9

_____. First I heard thunder. Then the lightning flashed. Finally it poured down rain.

- Tomorrow I will bring my raincoat.
- Yesterday there was a storm.
- The rainbow lasted all afternoon.
- I have a new umbrella.

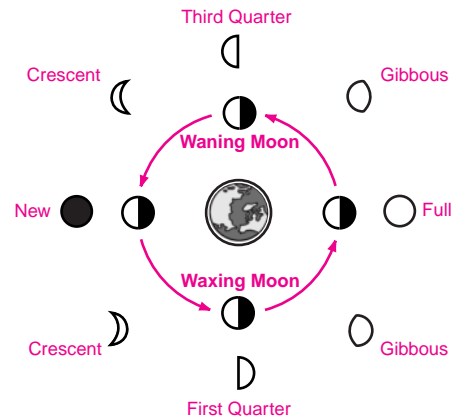
Selected-Response Illustrative Items

Levels 14–18

Directions Perhaps you have gazed at the moon and wondered why it looks different at different times. This article will help explain why the moon seems to change shape. Read the article. Then do Numbers 1 through 4.

The Moon

Throughout the ages, the moon, our closest neighbor in space, has excited our curiosity. Have you ever heard of the dark side of the moon? We are always looking at the same side of the moon! And what do we really see when the moon shines? Moonlight? Actually, the moon has no light of its own. It is like a mirror, reflecting the sun's light. Perhaps the most curious thing about the moon is that it appears to change its shape. Sometimes we see a full moon, sometimes we see a quarter moon, and other times we see just a sliver of the moon.



The moon seems to change shape because we see different amounts of the moon's lighted side as it revolves around Earth. These apparent changes are called phases. In the first phase, called the new moon, the moon is scarcely visible. In the nights following, the moon seems to grow from a sliver of light to a crescent moon. After a week, the moon has moved far enough in its circle around Earth for us to see half of its lighted side. This phase is called the first-quarter phase. About one week after the first-quarter phase, the entire side of the moon facing Earth is illuminated by sunlight. This is the full-moon phase. As the moon continues on its journey, it appears to grow smaller again, shrinking to a sliver and then disappearing altogether to become, once again, a new moon.

02 Basic Understanding

In this item, the student is asked to identify the meaning of a grade-level vocabulary word. Other items in this objective focus on measuring the student's ability to recall passage details, sequence events, understand a stated main idea, and gather stated information from graphics.

1 The words *full*, *quarter*, and *crescent* describe *phases* of the moon. Find the word that means about the same as *phases*.

- A** names
- B** lights
- C** seasons
- D** stages

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03 Analyze Text

This item measures the student’s ability to determine the main idea of the passage and then choose a title that would most accurately convey that main idea. Other items in this objective measure the student’s ability to interpret text and draw conclusions, gather supporting evidence, infer relationships such as cause and effect, identify story elements such as plot and setting, analyze characters and character actions, and recognize the use of literary and persuasive techniques.

2 Which of these would also be a good title for this article?

- F** “The Different Phases of the Moon”
- G** “The Dark Side of the Moon”
- H** “Our Neighbor, the Sun”
- J** “Earth’s Journey in Space”

04 Evaluate and Extend Meaning

In this item, the student is asked to distinguish between fact and opinion. Other items in this objective focus on demonstrating an understanding of author purpose, tone, bias, or point of view; extending and applying passage meaning to new situations; predicting future events or actions; and engaging in other types of critical assessment.

3 Which of these is a fact given in the article?

- A** The moon does not shine with its own light.
- B** Moonlight is more mysterious than sunlight.
- C** The moon has a sinister side that intrigues us.
- D** People have been more curious about the moon than about the sun.

05 Identify Reading Strategies

This item focuses on the student’s ability to make connections between the text and graphic representations of text concepts. Other items in this objective measure the student’s ability to formulate questions to explore deeper meaning, compare information across texts, recognize underlying text structures, and summarize text. They also measure the student’s ability to use strategies to determine the meaning of above-grade-level words and monitor his or her own reading processes.

4 Here are several phases of the moon, in order, beginning with the new moon.

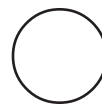


new



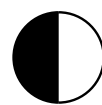
crescent

?



full

Which phase is missing?

**F****G****H****J**

Selected-Response Illustrative Items

Levels 14–18

Directions Here is a story a student wrote about seeing the moon one night. There are some mistakes that need correcting. Read the story. Then do Numbers 5 and 6.

¹ Last night it was very warm, so I go outside and looked at the full moon. ² It looked perfectly round and was very bright. ³ I could see many of its features easily, even though I didn't have a telescope. ⁴ The night was so clear and the moonlight was so bright that I sat down on the porch steps and read a book. ⁵ It was the more beautifuller night I've seen in a long time.

07 Sentence Structure

At middle and upper grade levels, this kind of item asks the student to identify correct sentence structure within the context of a paragraph. Distractors involve errors in non-parallel structure and run-on sentences. Other items in this objective cover misplaced modifiers, sentence fragments, and sentence combining.

5 Which is the best way to write Sentence 1?

- A** Last night it was very warm, so I go outside and look at the full moon.
- B** Last night it was very warm, so I went outside and looked at the full moon.
- C** Last night it was very warm, I went outside and looked at the full moon.
- D** Best as it is

09 Editing Skills

This item asks the student to demonstrate an understanding of the correct use of a superlative adjective form. Other items in this objective cover appropriate use of nouns, pronouns, verbs, and capitalization and punctuation in existing or related texts.

6 Choose the best way to write Sentence 5.

- F** It was the most beautiful night I've seen in a long time.
- G** It was the beautifullest night I've seen in a long time.
- H** It was the more beautiful night I've seen in a long time.
- J** Best as it is

Selected-Response Illustrative Items

Levels 14–18

08 Writing Strategies

This item measures the student's ability to analyze a paragraph for coherence and relevance. The student must choose the sentence that best fits the context and flow of ideas in the paragraph. Other items in this objective focus on identifying information sources and organizing information in preparation for writing, choosing a topic sentence for a paragraph, and choosing supporting sentences that best develop a topic sentence.

7 Choose the sentence that best fits the blank in the paragraph.

Unlike *stars*, the moon does not make its own light. The sun shines on the moon, which reflects the light from the sun. _____. Therefore, during the new moon phase, when the side facing Earth is dark, the side that we never see is in full sunlight.

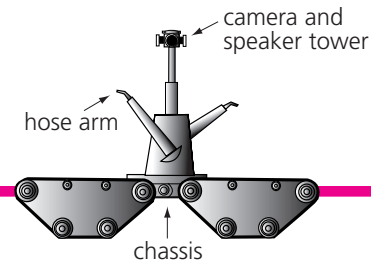
- A** The tides are affected by the moon's gravity.
- B** The moon may appear dark red during a lunar eclipse.
- C** In fact, half of the moon is always facing the sun.
- D** Sunrise and sunset times change as Earth orbits the sun.

Selected-Response Illustrative Items

Levels 19–21/22

Directions Read this passage about a technician and her robot partner. Then do Numbers 1 through 4.

A Fearless Partner



"Nelson, stop!" Keisha looked carefully at her closed-circuit screen. The images on her screen were distorted by smoke and heat-rippled air, but Keisha could still make out the large metal door leading to the assembly room about twenty feet ahead of Nelson's current position.

The door itself was closed. Good. That meant the workers trapped inside the assembly room might still be okay, if they had managed to secure the door before too much smoke and toxic fumes had entered their area. Keisha would have to be very careful about opening the door.

"Nelson, go!"

"Where?" the robot asked. His voice was mechanical and odd. Keisha would have laughed at his response, but she knew the situation was serious.

"Sorry," she said. Her apology was lost on the robot, of course, but she continued, "Nelson, go forward!" Nelson had been thoroughly programmed with Keisha's own voice frequencies, but she still pronounced each syllable with care.

The robot lurched ahead and quickly reached the door. He came to a halt. On Keisha's next order, he did a complete 360-degree scan of the corridor he had just traversed. His thermal imaging system quickly mapped out the hot spots, which showed up as bright shades of fluorescent green on Keisha's screen. As he made the next scan of the corridor, Keisha gave Nelson the order to spray fire retardant foam on the hot spots. That done, she moved the robot back a few paces and ordered it to spray cold water on the assembly room door. Clouds of steam billowed up, hiding everything for a few seconds. By

then the door had cooled enough for humans to touch.

Using Nelson's built-in loudspeaker, Keisha called out to the trapped workers. "HELLO! CAN YOU HEAR ME? IF YOU ARE ABLE TO REACH THE DOOR, TRY TO OPEN IT."

Without waiting for a response, Keisha began to raise Nelson's caterpillar treads to a vertical position. In this way, he would be able to go through the doorway and make the necessary 90-degree turn in the narrow hallway beyond. In the vertical mode, Nelson had a much shorter base, but he was also a full four feet taller. Keisha lowered Nelson's periscopic sight arm even as his wheel base was collapsing into a compact triangular shape.

All she could do now was wait. In her anxiety, a thousand thoughts flashed through her mind. She remembered her training as a robotics technician. She thought about the day she first "met" Nelson. Keisha had read about the development of fire-fighting robots like Nelson, but she never dreamed that one day she would be working with one of the latest models. Together Keisha and Nelson had put out several fires, mostly small but intense and dangerous chemical blazes like this one. This, however, was the first time that other people's lives were at stake.

Only a few seconds had passed, but Keisha's anxiety was reaching the breaking point. She was about to order Nelson to break the door down, when she saw the door handle turning slowly. Then the grimy face of a worker appeared in the opening. "Nelson, old pal, we're sure glad to see you."

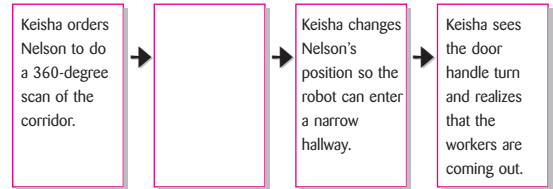
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Levels 19–21/22

02 Basic Understanding

In this item, the student is asked to recall the sequence of events in the passage and determine which event belongs in the blank box on the time line. Other items in this objective measure the meaning of grade-level vocabulary words, the understanding of a stated main idea, and the gathering of stated information from graphics.

1 Here is a time line of some events in the passage.



Which of these events belongs in the empty box?

- A** Keisha's anxiety reaches the breaking point.
- B** Keisha recalls the day she first met Nelson.
- C** Keisha orders Nelson to spray the hot spots with foam.
- D** Keisha looks at the distorted images on her closed-circuit screen.

03 Analyze Text

This item measures the student's ability to interpret the text by drawing a conclusion about Nelson's purpose. Other items in this objective focus on determining an implied main idea, gathering supporting evidence, inferring relationships such as cause and effect, identifying story elements such as plot and setting, analyzing characters and/or their actions, and recognizing the use of literary and persuasive techniques.

2 Nelson is sent alone into the area that is on fire because

- F** there aren't enough human firefighters
- G** the situation is physically dangerous for humans
- H** Keisha thinks it's too late to save the trapped workers
- J** Keisha wants to show off Nelson's abilities

04 Evaluate and Extend Meaning

In this item, the student must demonstrate an understanding of author craft. Other items in this objective focus on extending and applying meaning, distinguishing between fact and opinion, predicting future events or actions, and engaging in other types of critical assessment.

3 The way the author writes this story creates a feeling of

- A** sorrow
- B** suspense
- C** remorse
- D** indifference

Selected-Response Illustrative Items

Levels 19–21/22

05 Identify Reading Strategies

This item measures the student's ability to formulate questions as a strategy for developing a deeper understanding of the text. Other items in this objective measure the student's ability to compare information across texts, to connect graphics with texts, to recognize underlying text structures, to summarize what has been read, and to use strategies to determine the meaning of above-grade-level words and monitor his or her own reading processes.

- 4** The information in this passage would best help you answer which of the following questions?
- F** What causes fires to break out in modern factories?
 - G** Why should firefighters fight toxic fires with foam?
 - H** How has modern technology helped save lives in the workplace?
 - J** Where can one learn about robot technology?

07 Sentence Structure

In this item, the student must combine two sentences into a coherent and concise new sentence. Other items in this objective focus on distinguishing complete sentences from run-ons and fragments, and recognizing and correcting problems in sentence construction such as non-parallel structure and misplaced modifiers. These kinds of items are also embedded with other language items in informative passages, letters, and other types of stimuli.

- 5** Choose the best way to combine the sentences.

Nelson was an average-sized robot.

The robot traveled on caterpillar treads that helped him go almost anywhere.

- A** Nelson was an average-sized robot, and traveling anywhere on caterpillar treads.
- B** Nelson was average sized, which helped the robot travel on caterpillar treads almost anywhere.
- C** Nelson traveled on caterpillar treads, and was an average-sized robot, and could go almost anywhere.
- D** Nelson, an average-sized robot, traveled on caterpillar treads that helped him go almost anywhere.

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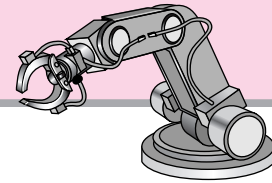
Levels 19–21/22

08 Writing Strategies

This item asks the student to choose an appropriate topic sentence for a paragraph. Other items in this objective focus on identifying information sources and organizing information in preparation for writing, choosing supporting sentences that best develop a topic sentence, sequencing sentences in a paragraph, and identifying sentences irrelevant to a paragraph's theme or flow.

6 Choose the best topic sentence for this paragraph.

_____ . They are used to fight fires, spray-paint automobiles, assemble tiny electronic circuits, and do repetitive jobs on assembly lines. Scientists have also developed robots that “see” using television cameras and “feel” using electronic sensors. Such robots are often used for sea-floor and planetary exploration.



- F** In the Czech language, the word *robota* means drudgery.
- G** Robots are prominent in science fiction novels and films.
- H** On television and in movies, most robots look almost human.
- J** Robots perform many tasks that are complex or dangerous.

09 Editing Skills

In this type of item, the focus is on the student's ability to recognize incorrect usage, grammar, and mechanics. At these levels, the items cover errors in verb tense, objective pronoun forms, and the use of quotation marks. These kinds of items often are embedded with other language items in informative passages, letters, and other stimuli.

7 Choose the sentence that is written correctly.

- A** Nelson lurches, spins, and turns when he moved around.
- B** Nelson responds only to Keisha, whom is a robotics technician.
- C** Robot firefighters will be more common in the future than they are now.
- D** If she hadn't seen that worker, Keisha would of made Nelson break down the door.