



Tennessee Comprehensive Assessment Program
(TCAP)
Grade 2 Assessment
English Language Arts Item Sampler
2016–2017

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Overview of the Grade 2 English Language Arts Assessment

The Tennessee Department of Education is launching the new optional Grade 2 Assessment during the 2016–17 school year. The new assessment will be *criterion referenced* as opposed to norm referenced. Thus, it will only assess Tennessee State Standards, which will provide teachers, leaders, parents, and community members information on how students are performing at the end of their second grade year on Tennessee specific standards. Because it assesses the full breadth of the standards, the data will be highly beneficial in determining how students are progressing toward mastering the standards.

The English Language Arts (ELA) test is designed to assess the standards in an integrated manner. All items (except for fluency) are associated with passages (Reading passage sets, Listening passage sets) or short stimuli (Listening sentences). All stimuli and passages are either literature or informational. Students' foundational literacy skills are also assessed using words taken directly from the given passages. The integrated format will assess students based upon questions derived from both literature and informational texts in order to determine their mastery of the standards in the following areas:

- **Reading Comprehension:** Students' comprehension is assessed based upon both literature passages and informational text.
- **Foundational Literacy Skills:** Students' phonics and word recognition skills are assessed using words taken directly from the given passages.
- **Language (Conventions/Grammar/Spelling):** Students' command of the conventions of standard English and vocabulary acquisition is assessed through words, phrases, and sentences found within or based on the given passages.
- **Writing:** Students are asked to write 3–4 sentences per prompt (aligned to standard W8) based upon information from the passage/text.
- **Listening:** Students are assessed on their listening comprehension skills through a series of sentences with picture-based questions and short passages with either picture-based or text-based items.
- **Foundational Literacy Fluency:** Students' reading fluency and comprehension will be assessed through the use of *yes* or *no* responses to sentences that are read independently and contain second-grade vocabulary.

Purpose and Uses of the English Language Arts Item Sampler

The English Language Arts Item Sampler contains the types of items that students will encounter on the new optional Grade 2 English Language Arts Assessment. All items in the sampler are aligned to Tennessee's State English Language Arts Standards for Grade 2 and are representative of the formats used on the assessment. While the sampler is not intended to demonstrate the length of the actual test or to serve as a practice test, the items in the sampler may be used in a variety of ways to enhance instruction and assessment in the classroom.

Teachers can use the sampler to help students become familiar with the types of passages, items, and response formats that are on the assessment. In order to cover a variety of standards and formats, more items are provided with each passage than would appear on the actual assessment. An answer key, scoring guides, and rubrics are provided separately to facilitate the use of the items for instructional purposes. The items can stimulate ideas for classroom tasks based on the standards. They can also be used as models when teachers are constructing items for classroom assessments.

ELA Item Types

This English Language Arts Item Sampler includes four types of items—multiple choice, multiple select, writing prompt, and fluency. A brief description of each is given below.

Multiple Choice (MC): Students choose one correct response from a set of four answer choices.

Multiple-choice items are further distinguished by the types of answer choices:

- **MC (text options):** These items assess Reading Comprehension, Language (Conventions/Grammar/Spelling), and Listening standards. They are associated with a literary or informational reading passage or with a literary or informational listening sentence or passage.
- **MC (graphic options):** These items assess Listening standards and are associated with a literary or informational listening sentence or passage.

Multiple Select (MS): Students select two correct responses from a set of five answer choices. Students are told specifically that they must select two correct answers. These items assess only the Reading standards for Foundational Skills.

Writing Prompt (WP): Students listen to a writing prompt and then produce a written response of at least 3 to 4 sentences. These items are based on a literary or informational passage that is read to the students as a “springboard” to elicit responses that are related to the text and to draw on students’ real or imagined experiences. (Earlier in the test, students have read the same passage on their own and responded to multiple-choice and multiple-select items that assess reading and foundational skill standards.)

Fluency (F): These items measure students’ ability to decode grade-level text with fluency and comprehension. Each fluency item consists of a set of twenty statements, varying in length from four to eight words. Each statement consists of words that are at or below the second-grade reading level and is easily recognizable as true or not true. The fluency items of the test are timed; students have a set amount of time to read the statements and mark YES or NO for each, depending on whether the statement is true or not. Because fluency items consist of factual statements, they are included only within the Informational portion of the assessment.

ELA Item Administration

All items in this English Language Arts Item Sampler are coded as *Read-aloud* or *Not Read-aloud*. A code of *Read-aloud* indicates that these items are intended to be orally administered (i.e., read to students). In these cases, a Test Administration Script is provided, which contains the pieces of an item that are to be read and an indication for when pauses should be taken (e.g., to provide time for a question to be answered). Fluency items and reading items that should not be read to the students due to the nature of the item are coded as *Not Read-aloud*. The table below provides additional information about the read-aloud administration.

Table 1. TCAP Grade 2 ELA Read-Aloud Administration Status

Administration	Description	Eligible Item Types
Read-aloud, no printed text	Only the graphic answer choices are in the student test booklet. Passages and item stems are read aloud to the students.	<ul style="list-style-type: none">• Listening passages and associated multiple-choice items with graphic answer choices• Listening sentences and the associated multiple-choice items with graphic answer choices
Read-aloud, printed text for items	Stems and answer choices are printed in the student test booklet so students can follow along as they are read aloud. Passages are read aloud but not printed in the student test booklet.	<ul style="list-style-type: none">• Listening passages and associated items with multiple-choice text answer choices
Read-aloud, printed text for passages and tasks	Passages and writing tasks are printed in the student test booklet so that students can follow along as they are read aloud.	<ul style="list-style-type: none">• Reading passages that have an associated writing prompt• Writing prompts
Not Read-aloud	The passage and the items are printed in the student test booklet. Passages and items are not read to students.	<ul style="list-style-type: none">• Reading passages and all associated multiple-choice items (Reading and Language) and multiple-select items (Foundational Literacy Skills)• Fluency items

Literary Reading Passage Set

The following reading passage is an example of a literary text used to assess students' mastery of reading comprehension, foundational literacy skills, and language skills.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Read the passage and answer the questions that follow.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may now begin.

Give the students time to answer the questions.

Directions

Read the passage and answer the questions that follow.

Excerpt from “The Memory Tree”

by Shari Maser

- 1 A maple tree arched across Katie’s backyard.
- 2 When the summer sun was hot, Katie and her daddy sat in its shade, drinking lemonade.
- 3 On crisp autumn days, Katie and her momma watched the leaves redden and fall. Together, they jumped into raked-up leaf piles.
- 4 On cold winter days, the maple sparkled in the snow, giving Katie's family sweet sap to tap. They made syrup for Katie to pour on her pancakes.
- 5 In the springtime, new leaves unfurled, fresh and green. The tree welcomed goldfinches and sparrows, and the backyard burst into song.
- 6 Then one storm-tossed night, when Katie was asleep . . . lightning struck.
- 7 In the morning, splintered branches and blackened bark littered the lawn. Only a jagged stump still stood.
- 8 Katie’s eyes filled with tears. “I’m going to miss our maple tree.”
- 9 “We can chop maple logs to keep our woodstove burning for a long time,” Daddy said. “We’ll be thankful.”
- 10 But Katie still missed her favorite tree.
- 11 Spring came. Daddy and Katie patted the soil around a freshly planted sapling. The sapling grew strong and healthy, but it was too small to shelter the birds.

- 12 Katie hugged the little tree. "Thanks for trying. You'll grow into a great big maple someday."
- 13 She told Momma, "I'm glad we planted the sapling. But I still miss our old tree."
- 14 Then Katie had an idea. She dashed to her room, pulled out paper, watercolors, and brushes and began to paint. She painted their old maple in the summertime, shading the family with its leafy canopy. In autumn, dropping red and yellow leaves. In the snow, with the sap bucket full. In the springtime, dotted with birds.
- 15 "Look!" said Katie.
- 16 "Let's tape this picture to the window," said Momma. "Right where we used to see our big old maple tree."



- 17 That night, as Momma, Daddy, and Katie watched the sun set, they saw their new sapling outside in the snow, waving its branches as if to say hello.

Source: "The Memory Tree" by Shari Maser. Reprinted with permission of Cricket Media. Copyright 2015.

Question 1

When does the tree in the story give sap?

- Ⓐ spring
- Ⓑ summer
- Ⓒ autumn
- Ⓓ winter

Question 2

What happens after lightning strikes the maple tree?

- Ⓐ The family listens to birds singing.
- Ⓑ The family jumps in leaf piles.
- Ⓒ Katie and Daddy plant a sapling.
- Ⓓ Katie and Daddy sit in the shade.

Question 3

Which lesson does Katie learn in the story?

- Ⓐ New friends are better than old friends.
- Ⓑ Change can bring both sadness and happiness.
- Ⓒ Children often remember more than adults do.
- Ⓓ Sometimes it is better to give than to take.

Question 4

How does Katie feel after the big tree is gone?

- Ⓐ worried
- Ⓑ sad
- Ⓒ fearful
- Ⓓ angry

Question 5

Why does Katie hug the sapling?

- Ⓐ to help it grow
- Ⓑ to test its strength
- Ⓒ to measure its size
- Ⓓ to plant it deeper

Question 6

In paragraphs 8, 10, and 13, the author uses the words miss and missed. What does this show about Katie?

- Ⓐ She wants a different kind of tree.
- Ⓑ She does not know how to solve her problem.
- Ⓒ She has strong feelings about the old tree.
- Ⓓ She knows her parents cannot help her.

Question 7

In paragraphs 4 and 5, what do the words sparkled and welcomed help the reader understand about the tree?

- Ⓐ its position
- Ⓑ its size
- Ⓒ how healthy it is
- Ⓓ how special it is

Question 8

Which information in paragraphs 1 through 5 is **most** important to the story?

- Ⓐ The family enjoyed the tree for a long time.
- Ⓑ The family listened to the birds in the tree.
- Ⓒ The tree had many purposes.
- Ⓓ The tree lost its leaves in autumn.

Question 9

Why does Katie feel better at the end of the story?

- Ⓐ Her picture reminds the family of the old maple.
- Ⓑ The sapling grows leaves that change color.
- Ⓒ Her picture helps to heal the old maple.
- Ⓓ The sapling gives sap to the family.

Question 10

What is **different** about the way Katie and Daddy feel about the old tree falling?

- Ⓐ Daddy is excited about the change.
- Ⓑ Daddy is sad that it is gone.
- Ⓒ Daddy finds a reason to be thankful.
- Ⓓ Daddy thinks the new sapling is better.

Question 11

What does the picture **best** help the reader understand about the story?

- Ⓐ The family finds a way to remember the old tree.
- Ⓑ The sapling is too small to make shade.
- Ⓒ Katie is hoping for warmer weather.
- Ⓓ Katie wants to go outside.

Question 12

Read this sentence about the story.

Katie folds her paper and paints trees on both _____.

Which word makes this sentence correct?

- Ⓐ half
- Ⓑ halve
- Ⓒ halves
- Ⓓ halves

Question 13

Read this sentence about the story.

Katie and her parents chop the maple logs by _____.

Which word makes this sentence correct?

- Ⓐ himself
- Ⓑ herself
- Ⓒ yourselves
- Ⓓ themselves

Question 14

Read this sentence about the story.

Katie and Daddy sit under the _____ shade.

Which word makes this sentence correct?

- Ⓐ trees
- Ⓑ tree's
- Ⓒ treeses
- Ⓓ trees's

Question 15

What is the meaning of the word shelter in paragraph 11?

- Ⓐ give safety to
- Ⓑ catch hold of
- Ⓒ stand near to
- Ⓓ want more of

Question 16

Read this sentence about the story.

Katie and Daddy remove the old tree and plant a new one.

What does the word remove mean in the sentence?

- Ⓐ move away
- Ⓑ move close to
- Ⓒ move next to
- Ⓓ move higher

Question 17

Read this sentence from the story.

On crisp autumn days, Katie and her momma watched the leaves redden and fall.

Based on the sentence, what happens to the leaves before they fall?

- Ⓐ They change color.
- Ⓑ They change size.
- Ⓒ They become dry.
- Ⓓ They become strong.

Question 18

Which **two** words from the story have **long** vowel sounds?
Choose **two** correct answers.

- ☐ (A) crisp
- ☐ (B) green
- ☐ (C) chop
- ☐ (D) snow
- ☐ (E) full

Question 19

Which **two** words from the story have **short** vowel sounds?
Choose **two** correct answers.

- ☐ (A) hot
- ☐ (B) sweet
- ☐ (C) grow
- ☐ (D) stump
- ☐ (E) tape

Question 20

Which **two** words from the story have the **same** vowel sound as **tree**? Choose **two** correct answers.

- Ⓐ they
- Ⓑ leaf
- Ⓒ new
- Ⓓ sweet
- Ⓔ great

Question 21

Which **two** words from the story have the **same** vowel sound? Choose **two** correct answers.

- Ⓐ pour
- Ⓑ stood
- Ⓒ paint
- Ⓓ see
- Ⓔ say

Question 22

Which **two** words from the story have a **long** vowel sound?
Choose **two** correct answers.

- Ⓐ welcomed
- Ⓑ littered
- Ⓒ trying
- Ⓓ brushes
- Ⓔ leafy

Literary Reading/Writing Passage Set

The following reading/writing passage is an example of a short literary text used to assess students' mastery of reading comprehension, foundational literacy skills, and language skills. Additionally, the same passage is read aloud to students during a later section of the test, as it is used as the basis for the writing prompt.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Read the passage and answer the questions that follow.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may now begin.

Give the students time to answer the questions.

Directions

Read the passage and answer the questions that follow.

In the Middle

1 Justin sat on the sofa with a grim look on his face. He watched his older brother Rusty draw a picture of a car. He watched his baby brother Brandon making funny faces at himself in a mirror.

2 "What's wrong, Justin?" Mom asked.

3 "I can't draw neat pictures like Rusty or make funny faces like Brandon. I'm not tall like Rusty or cute like Brandon," said Justin. He let out a heavy sigh. "I'm just in the middle."

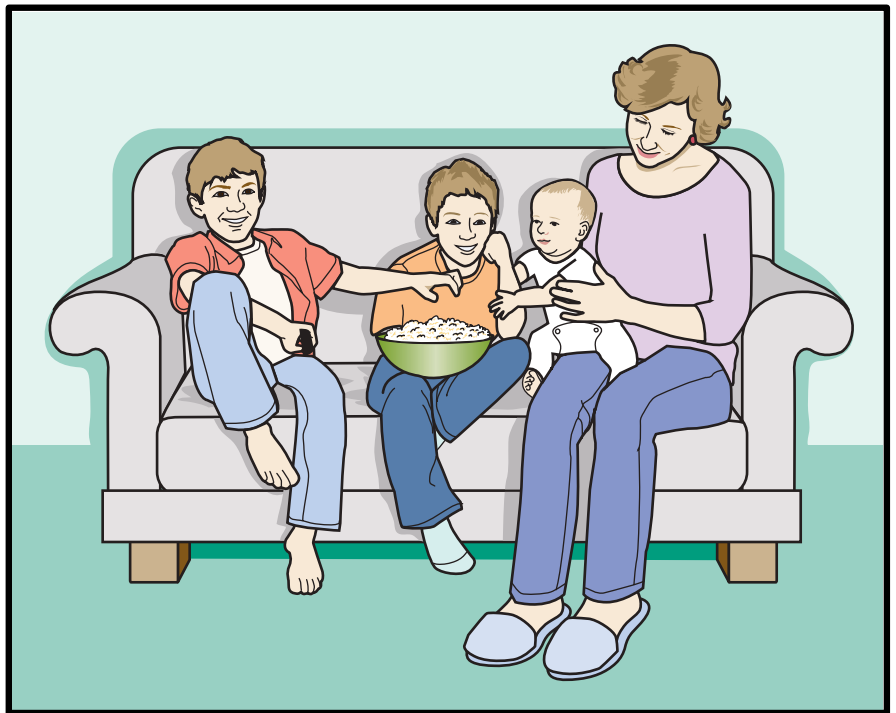
4 "Oh," said Mom. "Well, let's see. Which part of a sandwich do you like best?"

5 "I like the cheese in the middle best," answered Justin.

6 "What would a story be if it didn't have a middle?" Mom asked.

7 "Just a beginning and an end, I guess," Justin said.

8 Mom smiled. "Let's all watch a movie," she suggested.



- 9 Rusty put away his drawing and sat next to Justin. Mom sat with Brandon on the other side of Justin. Mom gave Justin a bowl of popcorn to share with his brothers.
- 10 Justin thought about everything his mom had said. He started feeling better. "Thanks, Mom! I guess being in the middle can be good sometimes," he said. He laughed as he took a handful of popcorn.

Question 1

What does Mom give Justin to share?

- Ⓐ a movie
- Ⓑ some popcorn
- Ⓒ some cheese
- Ⓓ a story

Question 2

Why does Mom suggest watching a movie?

- Ⓐ so Justin will feel he is part of the family
- Ⓑ so Rusty will stop drawing cars
- Ⓒ so the family can talk about something new
- Ⓓ so she can have a rest

Question 3

What is the **main** lesson Justin learns?

- Ⓐ Each person is in the middle of something.
- Ⓑ All stories need three parts.
- Ⓒ Moms are right most of the time.
- Ⓓ Being in the middle is good sometimes.

Question 4

How does Justin feel at the beginning of the story?

- Ⓐ sad
- Ⓑ confused
- Ⓒ foolish
- Ⓓ nervous

Question 5

How is Justin's problem solved at the end of the story?

- Ⓐ Justin enjoys the movie with his family.
- Ⓑ Justin sees he is still in the middle of his brothers.
- Ⓒ Justin sees that being in the middle can be good.
- Ⓓ Justin shares the popcorn with his brothers.

Question 6

What is **different** in the way Mom and Justin feel about Justin's problem?

- Ⓐ Mom thinks the middle is cutest.
- Ⓑ Mom thinks Justin is being childish.
- Ⓒ Mom thinks Justin will forget about it.
- Ⓓ Mom thinks the middle is important.

Question 7

What does the picture **best** help the reader understand about the story?

- Ⓐ The family is happy being together.
- Ⓑ Justin likes being with Mom.
- Ⓒ The family has many different talents.
- Ⓓ Justin would like to be the oldest.

Question 8

Read this sentence about the story.

When Brandon smiled, he showed the two new _____ in his mouth.

Which word makes this sentence correct?

- Ⓐ tooth
- Ⓑ teeth
- Ⓒ teeths
- Ⓓ tooths

Question 9

Read this sentence about the story.

Mom should feel proud of _____ for helping Justin.

Which word makes this sentence correct?

- Ⓐ myself
- Ⓑ himself
- Ⓒ herself
- Ⓓ yourself

Question 10

Read this sentence about the story.

Justin _____ think he can make funny faces.

Which word makes this sentence correct?

- Ⓐ does'nt
- Ⓑ doesn't'
- Ⓒ do'esnt
- Ⓓ doesn't

Question 11

Reread paragraphs 1 and 2. What is the meaning of the word grim in paragraph 1?

- Ⓐ upset
- Ⓑ shy
- Ⓒ brave
- Ⓓ proud

Question 12

What is the meaning of the phrase heavy sigh in paragraph 3?

- Ⓐ a loud and excited scream
- Ⓑ a long and sad breath
- Ⓒ a high and silly song
- Ⓓ a low and careful growl

Question 13

Read this sentence from the story.

“Let’s all watch a movie,” she suggested.

What does the word suggested mean as it is used in this sentence?

- Ⓐ ordered
- Ⓑ offered
- Ⓒ warned
- Ⓓ hinted

Question 14

Which **two** words from the story have a **long** vowel sound? Choose **two** correct answers.

- Ⓐ grim
- Ⓑ face
- Ⓒ best
- Ⓓ put
- Ⓔ side

Question 15

Which **two** words from the story have a **short** vowel sound?
Choose **two** correct answers.

- Ⓐ like
- Ⓑ make
- Ⓒ next
- Ⓓ mom
- Ⓔ cute

Question 16

Which **two** words from the story have the **same** vowel sound as **cheese**? Choose **two** correct answers.

- Ⓐ neat
- Ⓑ guess
- Ⓒ being
- Ⓓ asked
- Ⓔ said

Question 17

Which **two** words from the story have a **long** vowel sound? Choose **two** correct answers.

- Ⓐ brother
- Ⓑ middle
- Ⓒ himself
- Ⓓ baby
- Ⓔ feeling

Question 18

Which **two** words from the story have the **same** vowel sound? Choose **two** correct answers.

- Ⓐ said
- Ⓑ just
- Ⓒ thought
- Ⓓ draw
- Ⓔ good

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

I will now read the passage.

In the Middle

Justin sat on the sofa with a grim look on his face. He watched his older brother Rusty draw a picture of a car. He watched his baby brother Brandon making funny faces at himself in a mirror.

"What's wrong, Justin?" Mom asked.

"I can't draw neat pictures like Rusty or make funny faces like Brandon. I'm not tall like Rusty or cute like Brandon," said Justin. He let out a heavy sigh. "I'm just in the middle."

"Oh," said Mom. "Well, let's see. Which part of a sandwich do you like best?"

"I like the cheese in the middle best," answered Justin.

"What would a story be if it didn't have a middle?" Mom asked.

"Just a beginning and an end, I guess," Justin said.

Mom smiled. "Let's all watch a movie," she suggested.

Rusty put away his drawing and sat next to Justin. Mom sat with Brandon on the other side of Justin. Mom gave Justin a bowl of popcorn to share with his brothers.

Justin thought about everything his mom had said. He started feeling better. "Thanks, Mom! I guess being in the middle can be good sometimes," he said. He laughed as he took a handful of popcorn.

Pause.

Test Administration Script, continued

SAY Now, follow along as the writing prompt is read to you.

Justin changes his mind about being in the middle. Think about a time when you changed your mind about something. What did you change your mind about? Why did you change your mind?

Write 3 or 4 sentences to answer the questions. What did you change your mind about? Why did you change your mind?

Be sure to:

- **Answer the questions completely.**
- **Write at least 3 or 4 complete sentences.**
- **Use correct spelling and grammar.**
- **Use correct capitalization and punctuation.**

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may begin.

Give the students time to write their responses.

Directions

Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

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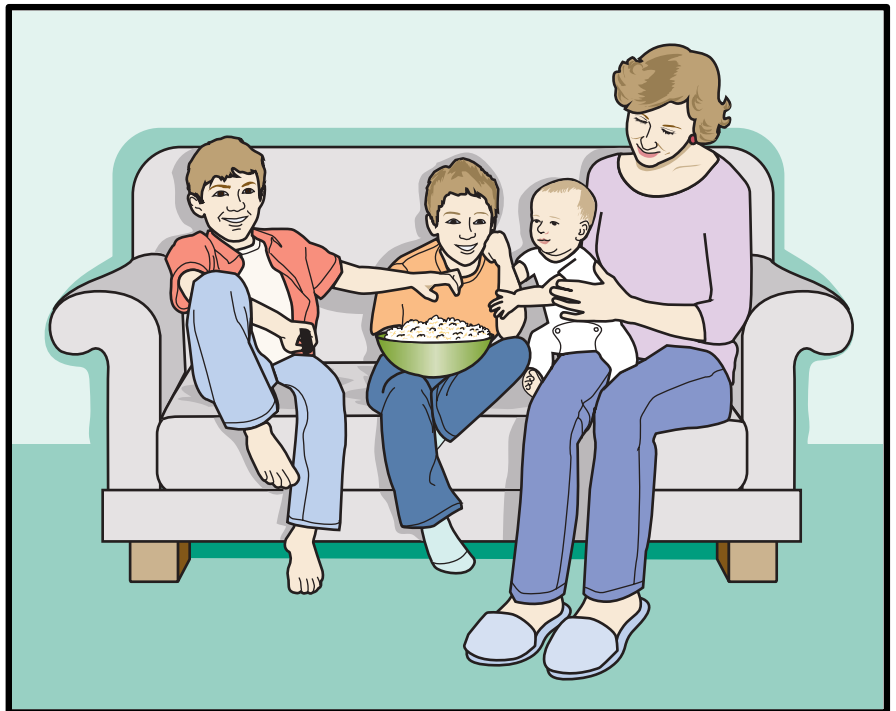
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- 10 Justin thought about everything his mom had said. He started feeling better. "Thanks, Mom! I guess being in the middle can be good sometimes," he said. He laughed as he took a handful of popcorn.

Now, follow along as the writing prompt is read to you.

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Justin thought about everything his mom had said. He started feeling better. "Thanks, Mom! I guess being in the middle can be good sometimes," he said. He laughed as he took a handful of popcorn.

Pause.

Test Administration Script, continued

SAY Now, follow along as the writing prompt is read to you.

Think about how Justin probably feels about being the middle child at the end of the story. How does Justin feel about being the middle child at the end of the story? How will Justin act as a result?

Write 3 or 4 sentences to answer the questions. How does Justin feel about being the middle child at the end of the story? How will Justin act as a result?

Be sure to:

- **Answer the questions completely.**
- **Write at least 3 or 4 complete sentences.**
- **Use correct spelling and grammar.**
- **Use correct capitalization and punctuation.**

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may begin.

Give the students time to write their responses.

Directions

Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

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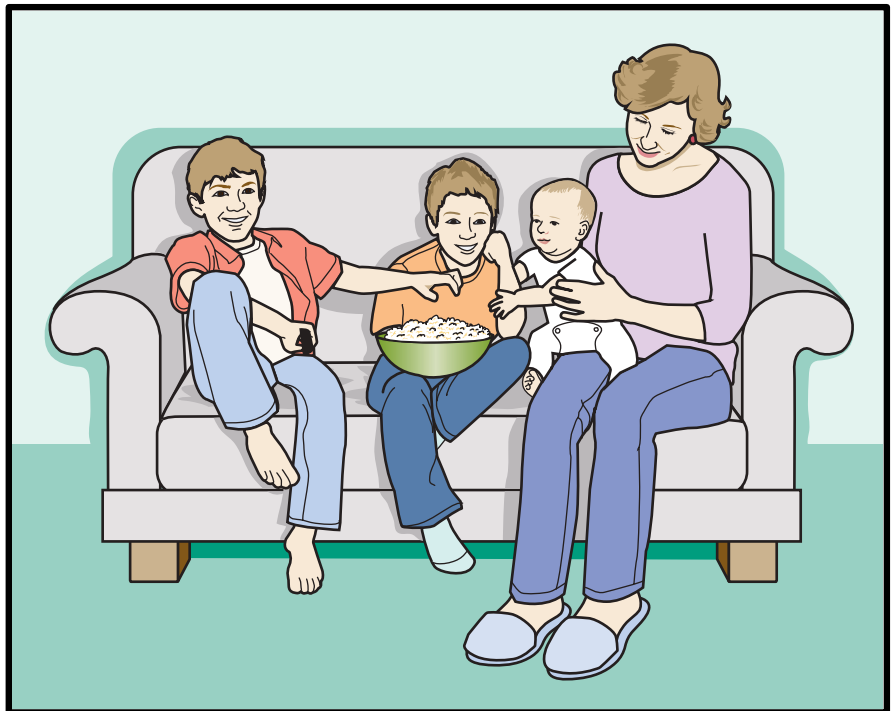
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I will now read the passage.

In the Middle

Justin sat on the sofa with a grim look on his face. He watched his older brother Rusty draw a picture of a car. He watched his baby brother Brandon making funny faces at himself in a mirror.

"What's wrong, Justin?" Mom asked.

"I can't draw neat pictures like Rusty or make funny faces like Brandon. I'm not tall like Rusty or cute like Brandon," said Justin. He let out a heavy sigh. "I'm just in the middle."

"Oh," said Mom. "Well, let's see. Which part of a sandwich do you like best?"

"I like the cheese in the middle best," answered Justin.

"What would a story be if it didn't have a middle?" Mom asked.

"Just a beginning and an end, I guess," Justin said.

Mom smiled. "Let's all watch a movie," she suggested.

Rusty put away his drawing and sat next to Justin. Mom sat with Brandon on the other side of Justin. Mom gave Justin a bowl of popcorn to share with his brothers.

Justin thought about everything his mom had said. He started feeling better. "Thanks, Mom! I guess being in the middle can be good sometimes," he said. He laughed as he took a handful of popcorn.

Pause.

Test Administration Script, continued

SAY Now, follow along as the writing prompt is read to you.

Justin spends the afternoon with his mom and his brothers, Rusty and Brandon. Think about Justin and the other characters in the story. If you could be a character from the story, who would you pick? Why would you pick that character?

Write 3 or 4 sentences to answer the questions. If you could be a character from the story, who would you pick? Why would you pick that character?

Be sure to:

- **Answer the questions completely.**
- **Write at least 3 or 4 complete sentences.**
- **Use correct spelling and grammar.**
- **Use correct capitalization and punctuation.**

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may begin.

Give the students time to write their responses.

Directions

Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

In the Middle

1 Justin sat on the sofa with a grim look on his face. He watched his older brother Rusty draw a picture of a car. He watched his baby brother Brandon making funny faces at himself in a mirror.

2 "What's wrong, Justin?" Mom asked.

3 "I can't draw neat pictures like Rusty or make funny faces like Brandon. I'm not tall like Rusty or cute like Brandon," said Justin. He let out a heavy sigh. "I'm just in the middle."

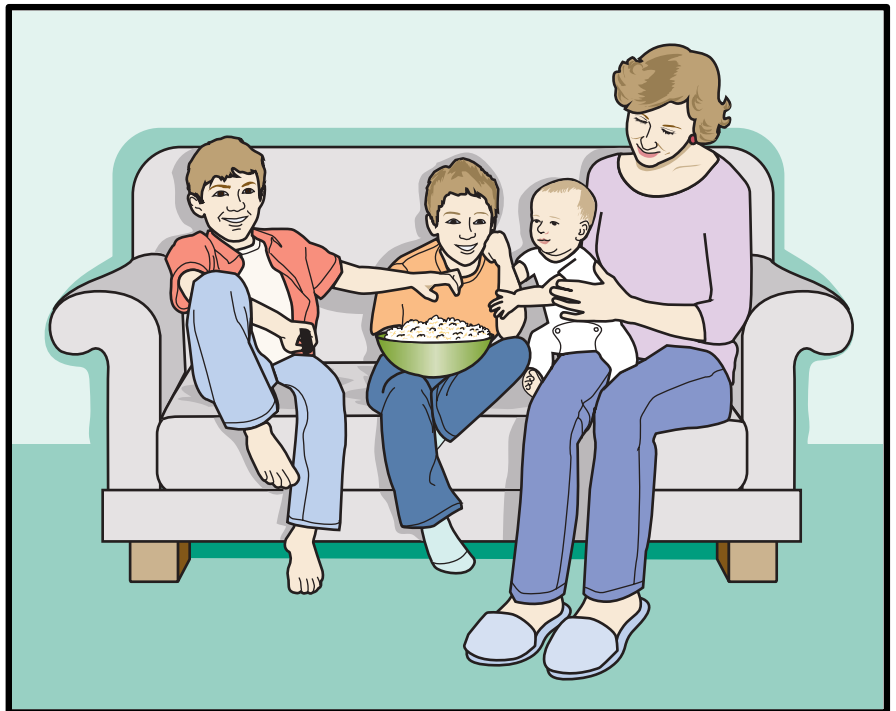
4 "Oh," said Mom. "Well, let's see. Which part of a sandwich do you like best?"

5 "I like the cheese in the middle best," answered Justin.

6 "What would a story be if it didn't have a middle?" Mom asked.

7 "Just a beginning and an end, I guess," Justin said.

8 Mom smiled. "Let's all watch a movie," she suggested.



- 9 Rusty put away his drawing and sat next to Justin. Mom sat with Brandon on the other side of Justin. Mom gave Justin a bowl of popcorn to share with his brothers.
- 10 Justin thought about everything his mom had said. He started feeling better. "Thanks, Mom! I guess being in the middle can be good sometimes," he said. He laughed as he took a handful of popcorn.

Now, follow along as the writing prompt is read to you.

Justin spends the afternoon with his mom and his brothers, Rusty and Brandon. Think about Justin and the other characters in the story. If you could be a character from the story, who would you pick? Why would you pick that character?

Write 3 or 4 sentences to answer the questions. If you could be a character from the story, who would you pick? Why would you pick that character?

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Literary Listening Sentences

The following listening sentences and questions are examples of literary listening sentences used to assess students' mastery of listening comprehension skills using items with graphic answer choices.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Listen to your teacher read a sentence. Then listen to your teacher read a question about the sentence. Answer the question after it is read to you.

Are there any questions?

Answer any relevant questions the students may have.

SAY Now listen.

Question 1

Melissa is carrying tools to the backyard to help her father plant new flowers in the garden.

Which picture shows what Melissa is carrying to the backyard?

Pause while students mark their answers.

SAY Question 2

Logan adds sauce to a bowl of spaghetti noodles to help his parents prepare dinner.

Which picture shows what the spaghetti noodles look like after Logan helps his parents prepare dinner?

Pause while students mark their answers.

Directions

Listen to your teacher read a sentence. Then listen to your teacher read a question about the sentence. Answer the question after it is read to you.

Question 1

(A)



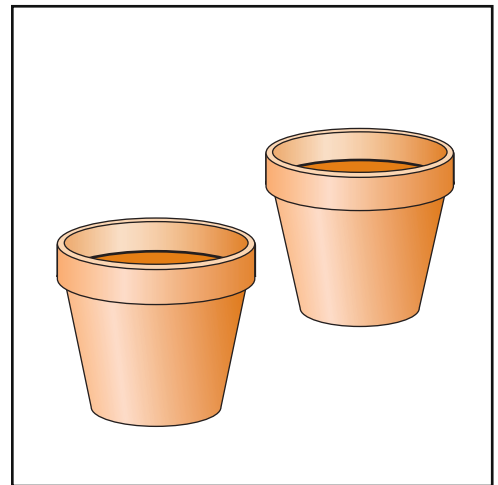
(C)



(B)

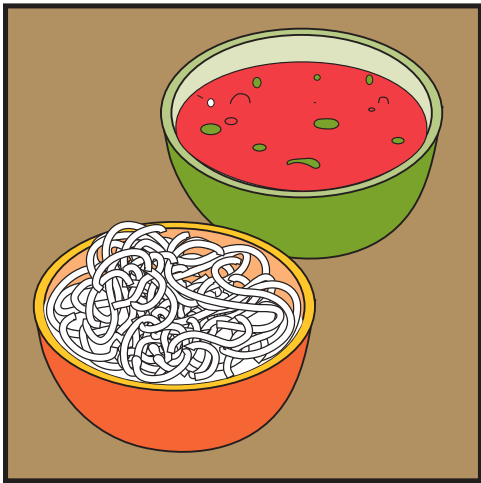


(D)

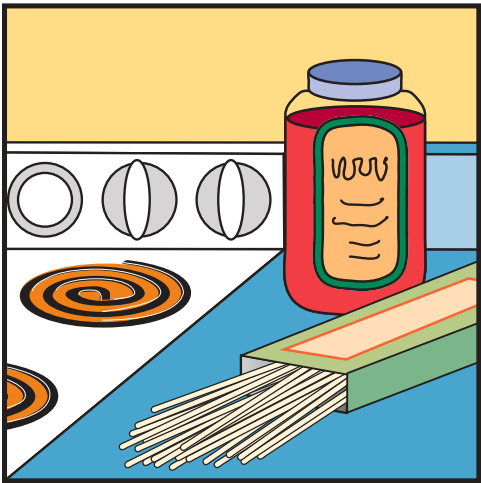


Question 2

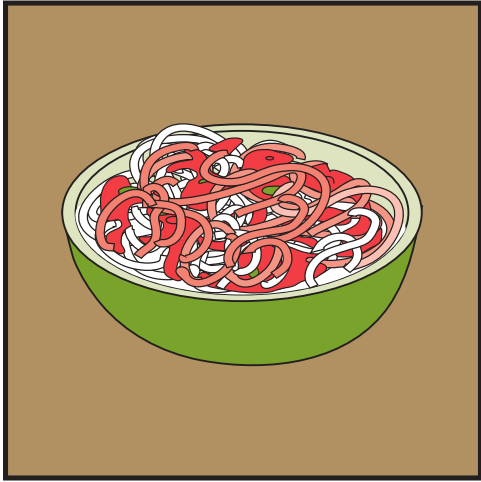
A



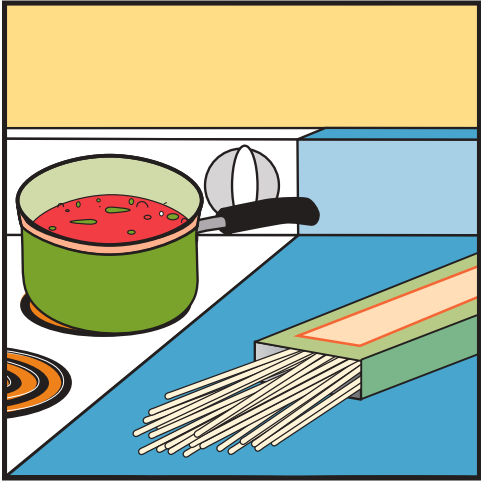
C



B



D



Literary Listening Passage Set with Graphic Answer Choices

The following listening passage set is an example of a literary listening passage used to assess students' mastery of listening comprehension skills using items with graphic answer choices.

Test Administration Script

SAY Follow along as I read the directions to you.

Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Are there any questions?

Answer any relevant questions the students may have.

SAY Now listen to a passage. The title is "Lost and Found."

Oh no! My library book is due tomorrow, but I can't remember where it is.

I remember putting it in my backpack and riding the bus home.

I look in my backpack, but it is not there. In my backpack, I only find an old spelling test and a pencil.

Maybe the book fell under the bed! I look, but all I can see is a dirty sock.

I look in my little sister's room. There on the shelf by her bed is my book! When I pick up the book, she asks, "Jordan, will you read the story to me again tonight?"

Pause.

SAY Question 1: Which picture shows what Jordan is looking for?

Pause while students mark their answers.

SAY Question 2: Which picture shows what Jordan finds under the bed?

Pause while students mark their answers.

SAY Question 3: Which picture shows where Jordan finds what he is looking for?

Pause while students mark their answers.

SAY Question 4: Which picture shows where the story takes place?

Pause while students mark their answers.

SAY Question 5: Which picture shows what Jordan will probably do next?

Pause while students mark their answers.

Directions

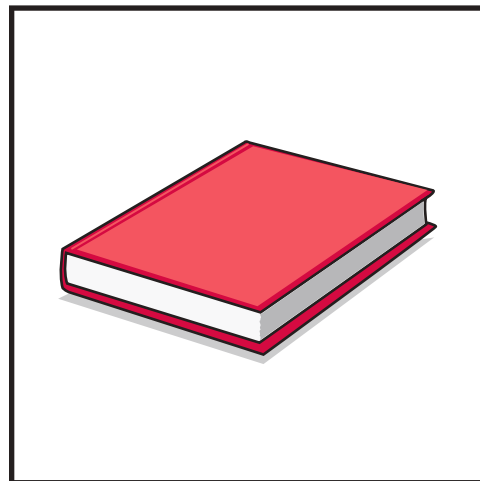
Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Question 1

(A)



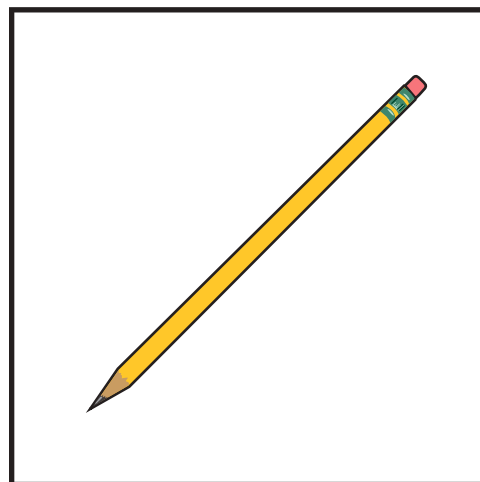
(C)



(B)



(D)

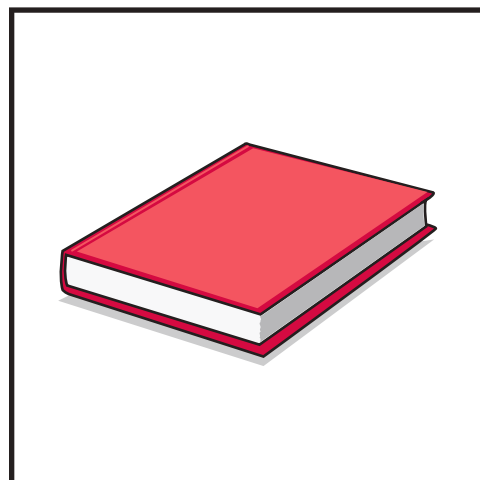


Question 2

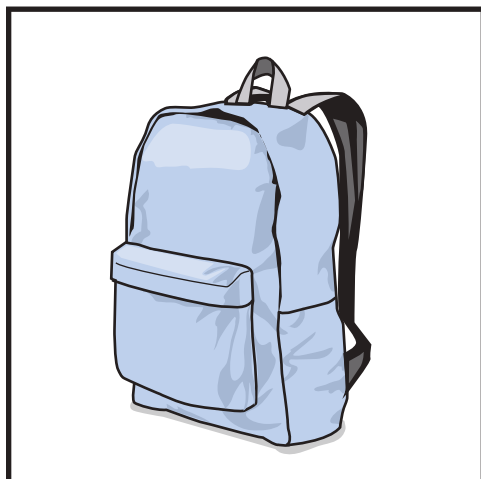
(A)



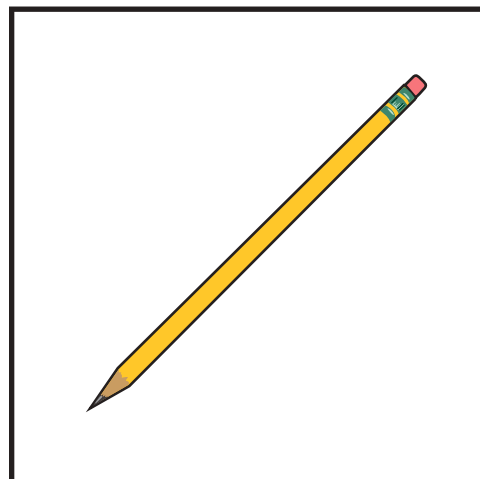
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(B)



(D)

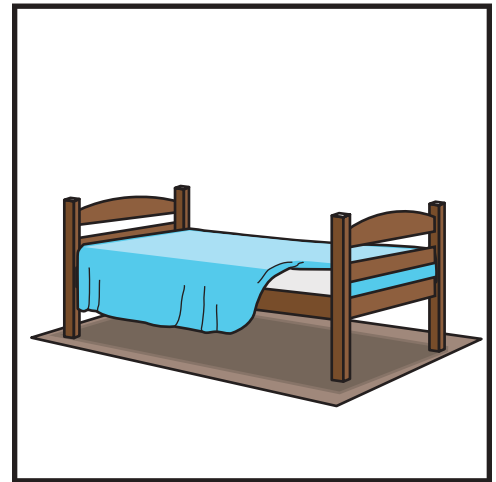


Question 3

(A)



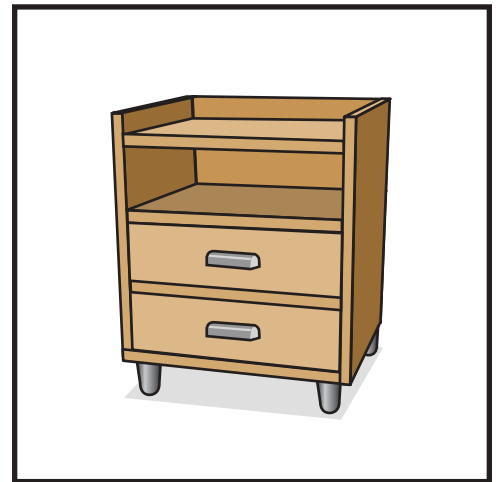
(C)



(B)



(D)



Question 4

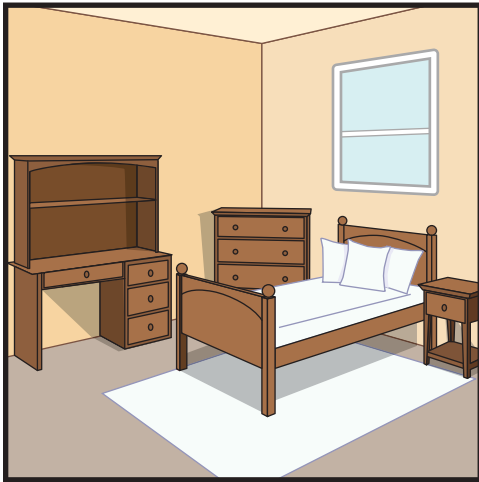
(A)



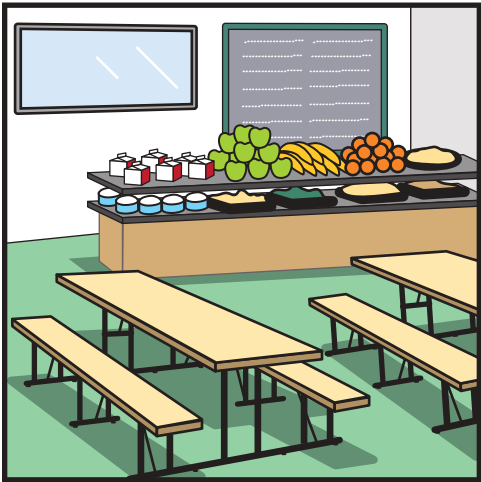
(C)



(B)



(D)



Question 5

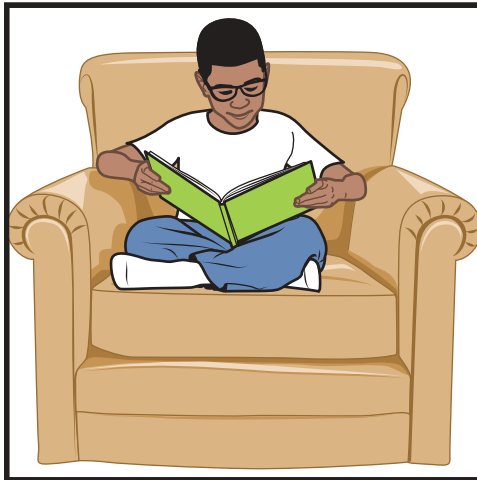
(A)



(C)



(B)



(D)



Literary Listening Passage Set with Text Answer Choices

The following listening passage set is an example of a literary listening passage used to assess students' mastery of listening comprehension skills using items with text answer choices.

Test Administration Script

SAY Follow along as I read the directions to you.

Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Are there any questions?

Answer any relevant questions the students may have.

SAY Now listen to a passage. The title is "Gathering Leaves."

Juan and Anna were at the park. The trees had shed their colorful leaves, which were all over the ground. The friends planned to collect the leaves and glue them to paper to make a book about fall.

"Should our book have leaves that are all the same color?" asked Anna.

"Hmm . . . I want to have leaves of different colors," said Juan. "Let's group them by shape," he suggested.

"There are too many shapes," answered Anna.

"Do they have different smells?" joked Juan, and they both laughed.

"I know," said Anna. "Let's group them by size . . . small, medium, and large!"

"Yes," agreed Juan, and he and Anna rushed off to search for leaves of different sizes.

Pause.

SAY Question 1: Where does the story take place?

Answer A: at a school

Answer B: at a park

Answer C: in a backyard

Answer D: in a forest

Pause while students mark their answers.

SAY Question 2: Why are Juan and Anna gathering leaves?

Answer A: to make a book

Answer B: to use in a game

Answer C: to clean the park

Answer D: to learn about trees

Pause while students mark their answers.

SAY Question 3: What does Juan make a joke about?

Answer A: the way trees look without leaves

Answer B: the sound made by falling leaves

Answer C: whether leaves have different smells

Answer D: how many leaves are on the ground

Pause while students mark their answers.

SAY Question 4: How will the children group the leaves?

Answer A: by color

Answer B: by shape

Answer C: by type

Answer D: by size

Pause while students mark their answers.

SAY Question 5: What do the children do last in the story?

Answer A: They search for leaves.

Answer B: They make a book.

Answer C: They share their ideas.

Answer D: They laugh at a joke.

Pause while students mark their answers.

Directions

Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Question 1

- Ⓐ at a school
- Ⓑ at a park
- Ⓒ in a backyard
- Ⓓ in a forest

Question 2

- Ⓐ to make a book
- Ⓑ to use in a game
- Ⓒ to clean the park
- Ⓓ to learn about trees

Question 3

- Ⓐ the way trees look without leaves
- Ⓑ the sound made by falling leaves
- Ⓒ whether leaves have different smells
- Ⓓ how many leaves are on the ground

Question 4

- Ⓐ by color
- Ⓑ by shape
- Ⓒ by type
- Ⓓ by size

Question 5

- Ⓐ They search for leaves.
- Ⓑ They make a book.
- Ⓒ They share their ideas.
- Ⓓ They laugh at a joke.

Informational Reading Passage Set

The following reading passage is an example of an informational text used to assess students' mastery of reading comprehension, foundational literacy skills, and language skills.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Read the passage and answer the questions that follow.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may now begin.

Give the students time to answer the questions.

Directions

Read the passage and answer the questions that follow.

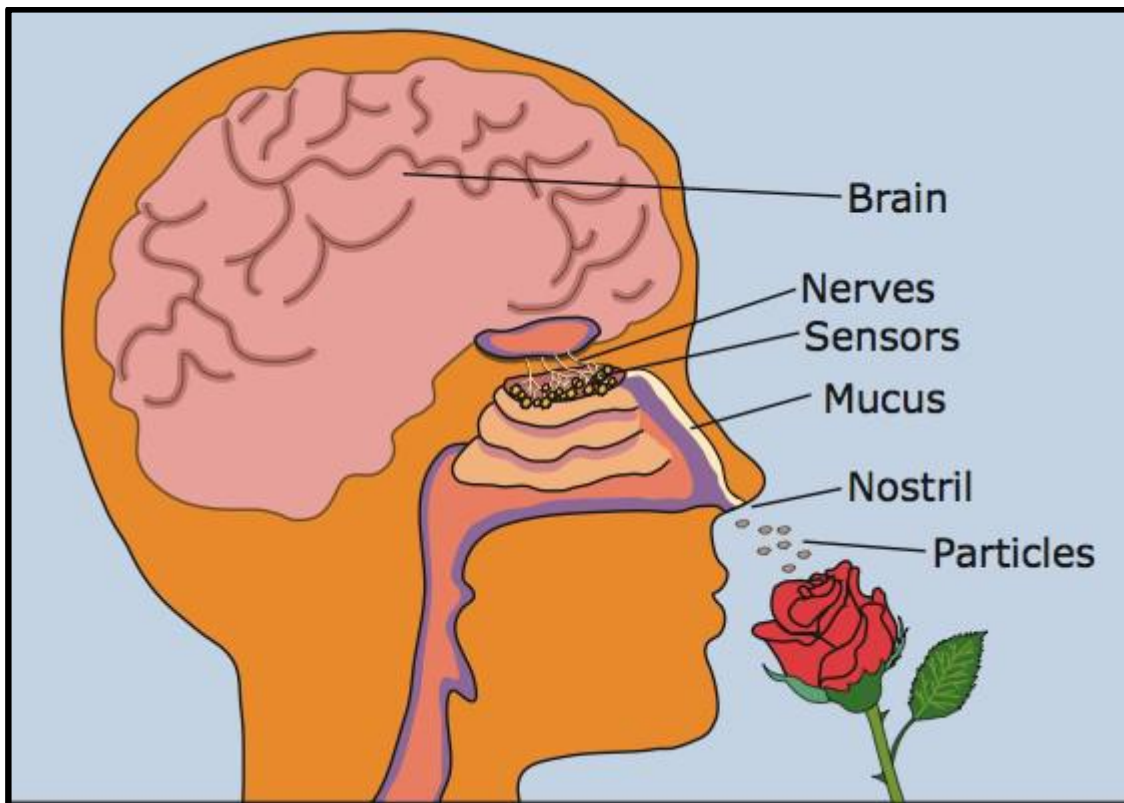
The Sense of Smell

by Mari Schuh

Your Sense of Smell

- 1 Breathe in through your nose and sniff. What do you smell?
- 2 Maybe you smell your dirty clothes or food cooking in the kitchen. You're using your sense of smell.
- 3 Smelling is only one of your senses. Your other senses are sight, hearing, touch, and taste. Your nose and your brain work together to smell. So how do you smell different scents?

How Smelling Works



- 4 It starts with tiny **particles¹** you can't see. For example, particles from a pot of soup float in the air.
- 5 When you breathe in, the particles move into your nose. They stick to **mucus²** inside your nose.
- 6 Your nose has **sensors³**. Sensors send a message about the particles. The message travels to the brain along thin threads of tissue called nerves. Your brain gets the message. Then your brain tells you about the smell.
- 7 Your brain can tell you about thousands of scents. Maybe the scent of freshly cut grass smells good to you. Onions and coffee might smell bad to you.
- 8 Some scents can bring back memories. Perfume or flowers might remind you of your grandma. Turkey might make you think of Thanksgiving.

Smelling and Tasting

- 9 Your sense of smell even helps you taste food! You breathe in and smell food as you eat.
- 10 Try it! Eat a piece of food. Then pinch your nose and take another bite. The taste of the second bite won't be nearly as strong.
- 11 Food also tastes dull when you have a cold. Thick mucus stuffs up your nose.

¹particles: tiny pieces of something

²mucus: a slippery coating that protects the inside of your mouth, nose, and throat

³sensors: the parts of your body that send messages to your nerves and brain

- 12 The mucus makes it hard for particles to get to the sensors in your nose.

Animals and Smell

- 13 Many animals have a better sense of smell than people. Dogs have millions more smell sensors than people.
- 14 Dogs use their noses to sniff out food and other dogs. Some dogs use their sense of smell to help find missing people.

Smelling Danger

- 15 Smelling is important. It can help you sense danger. The smell of rotten food keeps you from eating it. You know a fire is nearby when you smell smoke.
- 16 Your sense of smell tells you about your surroundings. Sniff around. What scents do you smell?

Source: *The Sense of Smell* by Mari Schuh. Copyright © 2008 by Bellwether Media. Reprinted by permission of Bellwether Media.

Question 1

Which sense works together with our sense of smell?

- Ⓐ taste
- Ⓑ sight
- Ⓒ hearing
- Ⓓ touch

Question 2

What is the passage **mostly** about?

- Ⓐ why animals have an excellent sense of smell
- Ⓑ why some foods smell good and others smell bad
- Ⓒ how smells can bring back memories
- Ⓓ how the sense of smell works and how it is used

Question 3

What are paragraphs 15 and 16 **mainly** about?

- Ⓐ Fire smells like smoke.
- Ⓑ Rotten food smells bad.
- Ⓒ Smelling helps keep us safe.
- Ⓓ Smelling is one of our senses.

Question 4

What happens **first** when you smell something?

- Ⓐ Your brain receives a message.
- Ⓑ Sensors send a message to your brain.
- Ⓒ Particles stick to the mucus in your nose.
- Ⓓ You breathe in particles.

Question 5

What happens **after** sensors send a message about particles?

- Ⓐ The particles stick to mucus.
- Ⓑ The message travels to the brain.
- Ⓒ The particles move into your nose.
- Ⓓ The brain tells you about the smell.

Question 6

What happens to the taste of food when you are unable to smell it?

- Ⓐ The taste is stronger.
- Ⓑ The taste is duller.
- Ⓒ The taste lasts longer.
- Ⓓ The taste stays the same.

Question 7

Which word has the same meaning as scents?

- Ⓐ tastes
- Ⓑ smells
- Ⓒ particles
- Ⓓ memories

Question 8

Which subheading has information about how the brain helps with smelling?

- Ⓐ "How Smelling Works"
- Ⓑ "Smelling and Tasting"
- Ⓒ "Animals and Smell"
- Ⓓ "Smelling Danger"

Question 9

What is the **main** purpose of the passage?

- Ⓐ to compare different smells
- Ⓑ to compare the sense of smell in dogs and people
- Ⓒ to explain why smelling is more important than tasting
- Ⓓ to explain the way smelling happens

Question 10

What does the picture **best** help the reader understand?

- Ⓐ what a rose smells like
- Ⓑ what the brain looks like
- Ⓒ which body parts help with smelling
- Ⓓ where nerves are found in the body

Question 11

Why do dogs have a better sense of smell than people have?

- Ⓐ Dogs have bigger noses.
- Ⓑ Dogs smell things faster.
- Ⓒ Dogs have more smell sensors.
- Ⓓ Dogs remember more smells.

Question 12

Read this sentence about the passage.

Two students did the smell experiment by _____.

Which word makes this sentence correct?

- Ⓐ themselves
- Ⓑ theirselves
- Ⓒ ourselves
- Ⓓ themselves

Question 13

Read this sentence about the passage.

Sweaty _____ do not smell good.

Which word makes this sentence correct?

- Ⓐ feet
- Ⓑ foot
- Ⓒ feets
- Ⓓ foots

Question 14

Read this sentence about the passage.

We _____ a smell experiment yesterday.

Which word makes this sentence correct?

- Ⓐ does
- Ⓑ did
- Ⓒ doing
- Ⓓ done

Question 15

Read these sentences about the passage.

Smells can be good. Smells can be bad.

Which is the **best** way to put these sentences together?

- Ⓐ Smells can be good and can be bad.
- Ⓑ Smells can be good or bad.
- Ⓒ Smells can be good but bad.
- Ⓓ Smells can be good and be too bad.

Question 16

Read this sentence about the passage.

A _____ sense of smell is very good.

Which word makes this sentence correct?

- Ⓐ dogs
- Ⓑ dog's
- Ⓒ dogs'
- Ⓓ dogs's

Question 17

Read this sentence about the passage.

I cannot smell because I have a cold.

Which is another correct way to write **cannot**?

- Ⓐ can't
- Ⓑ canot
- Ⓒ cann't
- Ⓓ ca'nt

Question 18

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- Ⓐ get
- Ⓑ sniff
- Ⓒ float
- Ⓓ taste
- Ⓔ smell

Question 19

Which **two** words from the passage have a **long o** sound? Choose **two** correct answers.

- Ⓐ nose
- Ⓑ move
- Ⓒ some
- Ⓓ cold
- Ⓔ pot

Question 20

Which **two** words from the passage have the **same** vowel sound? Choose **two** correct answers.

- Ⓐ touch
- Ⓑ good
- Ⓒ soup
- Ⓓ your
- Ⓔ food

Question 21

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- Ⓐ maybe
- Ⓑ kitchen
- Ⓒ danger
- Ⓓ second
- Ⓔ message

Question 22

Which **two** words from the passage have the **same** vowel sound as **see**? Choose **two** correct answers.

- Ⓐ piece
- Ⓑ sense
- Ⓒ people
- Ⓓ tissue
- Ⓔ threads

Informational Reading/Writing Passage Set

The following reading/writing passage is an example of a short informational text used to assess students' mastery of reading comprehension, foundational literacy skills, and language skills. Additionally, the same passage is read aloud to students during a later section of the test, as it is used as the basis for the writing prompt.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Read the passage and answer the questions that follow.

Are there any questions?

Answer any relevant questions the students may have.

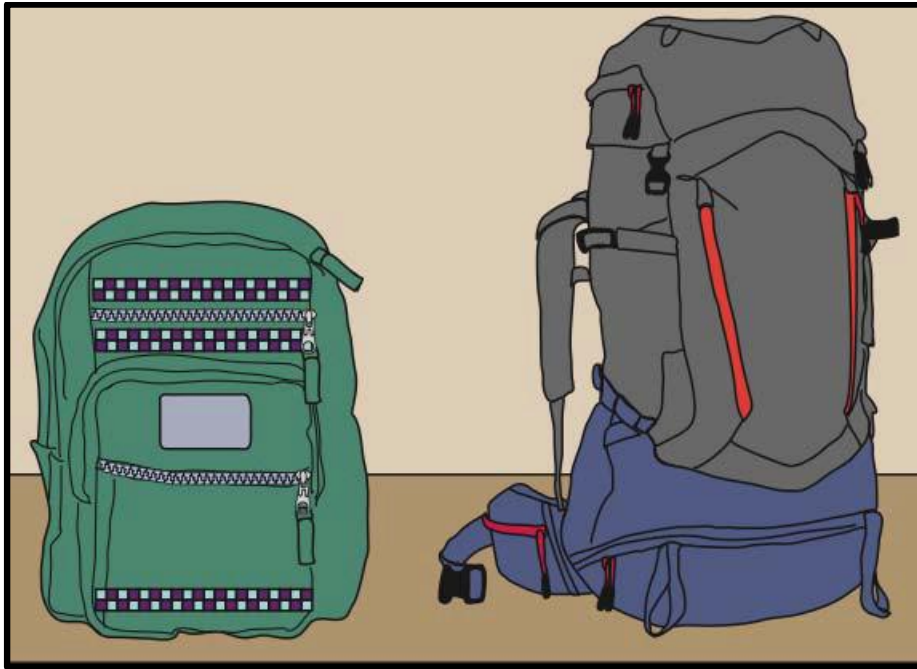
SAY You may now begin.

Give the students time to answer the questions.

Directions

Read the passage and answer the questions that follow.

Backpacks



- 1 Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.
- 2 What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.
- 3 Will the backpack only be used for school? If it will also be used for overnight trips or hikes, it must be able to hold everything needed for those trips.
- 4 Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

- 5 When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.
- 6 These tips can help people choose a backpack they will enjoy carrying.

Question 1

According to the passage, why are backpacks in a darker color better than backpacks in a lighter color?

- Ⓐ They stay cleaner looking.
- Ⓑ More people like them.
- Ⓒ They look stronger.
- Ⓓ More of them are made.

Question 2

According to the passage, what is a problem with small backpacks?

- Ⓐ They are hard to carry.
- Ⓑ They fall apart quickly.
- Ⓒ They lack pockets.
- Ⓓ They have little space.

Question 3

What is the passage **mostly** about?

- Ⓐ how to choose a useful backpack
- Ⓑ buying a backpack for camping
- Ⓒ how to pack a backpack for school
- Ⓓ giving a backpack as a gift

Question 4

What does the passage say will happen if people follow its information on backpacks?

- Ⓐ They will find more uses for their backpacks.
- Ⓑ They will be able to fix their backpacks.
- Ⓒ They will enjoy using their backpacks.
- Ⓓ They will understand how their backpacks are made.

Question 5

What is the author's purpose in the passage?

- Ⓐ to describe different uses for backpacks
- Ⓑ to explain how to pick the right backpack
- Ⓒ to describe how to fit things into a backpack
- Ⓓ to explain how to mend backpacks

Question 6

What does the illustration help the reader understand about the passage?

- Ⓐ Backpacks for school are the best kind of backpack.
- Ⓑ There are backpacks that are very well made.
- Ⓒ Backpacks for hiking are uncomfortable to carry.
- Ⓓ There are different kinds of backpacks.

Question 7

Read this sentence about the passage.

Now I know how to pick out a backpack for _____.

Which word makes this sentence correct?

- Ⓐ myself
- Ⓑ herself
- Ⓒ yourself
- Ⓓ himself

Question 8

Read this sentence about the passage.

The children _____ backpacks that were just right for them.

Which word makes this sentence correct?

- Ⓐ choosed
- Ⓑ chose
- Ⓒ chosed
- Ⓓ chosen

Question 9

Read this sentence about the passage.

The two children put on their backpacks every morning and walk to stoneybrook school.

Which pair of words in this sentence needs capital letters?

- Ⓐ Two Children
- Ⓑ Their Backpacks
- Ⓒ Every Morning
- Ⓓ Stoneybrook School

Question 10

Read this sentence about the passage.

The children _____ wait to pick out their new backpacks!

Which word makes this sentence correct?

- Ⓐ cant
- Ⓑ can't
- Ⓒ cant'
- Ⓓ ca'nt

Question 11

Which **two** words from the passage have a **short** vowel sound? Choose **two** correct answers.

- Ⓐ lot
- Ⓑ space
- Ⓒ used
- Ⓓ it
- Ⓔ hold

Question 12

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- Ⓐ will
- Ⓑ fit
- Ⓒ hikes
- Ⓓ right
- Ⓔ tips

Question 13

Which **two** words from the passage have the **same** vowel sound? Choose **two** correct answers.

- Ⓐ does
- Ⓑ look
- Ⓒ how
- Ⓓ good
- Ⓔ not

Question 14

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- Ⓐ lighter
- Ⓑ darker
- Ⓒ backpack
- Ⓓ color
- Ⓔ easy

Question 15

Which **two** words from the passage can be made into new words by adding the suffix **-er**? Choose **two** correct answers.

- Ⓐ day
- Ⓑ good
- Ⓒ best
- Ⓓ help
- Ⓔ hard

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

I will now read the passage.

Backpacks

Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.

What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.

Will the backpack only be used for school? If it will also be used for overnight trips or hikes, it must be able to hold everything needed for those trips.

Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.

These tips can help people choose a backpack they will enjoy carrying.

Pause.

Test Administration Script, continued

SAY Now, follow along as the writing prompt is read to you.

You need a backpack that is the right size for what you carry in it every day. Think about what you have to put in your backpack every day. What size of a backpack do you need? Why do you need that size of a backpack?

Write 3 or 4 sentences to answer the questions. What size of a backpack do you need? Why do you need that size of a backpack? Provide evidence (information) from the passage to support your answers.

Be sure to:

- **Answer the questions completely.**
- **Write at least 3 or 4 complete sentences.**
- **Use evidence from the passage.**
- **Use correct spelling and grammar.**
- **Use correct capitalization and punctuation.**

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may begin.

Give the students time to write their responses.

Directions

Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

Backpacks



- 1 Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.
- 2 What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.
- 3 Will the backpack only be used for school? If it will also be used for overnight trips or hikes, it must be able to hold everything needed for those trips.
- 4 Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

- 5 When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.
- 6 These tips can help people choose a backpack they will enjoy carrying.

Now, follow along as the writing prompt is read to you.

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Write 3 or 4 sentences to answer the questions. What size of a backpack do you need? Why do you need that size of a backpack? Provide evidence (information) from the passage to support your answers.

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- Use evidence from the passage.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

I will now read the passage.

Backpacks

Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.

What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.

Will the backpack only be used for school? If it will also be used for overnight trips or hikes, it must be able to hold everything needed for those trips.

Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.

These tips can help people choose a backpack they will enjoy carrying.

Pause.

Test Administration Script, continued

SAY Now, follow along as the writing prompt is read to you.

Backpacks can be used for many things. Think about the different things that you do with your backpack. What do you use your backpack for? What changes do you think would make your backpack better?

Write 3 or 4 sentences to answer the questions. What do you use your backpack for? What changes do you think would make your backpack better? Provide evidence (information) from the passage to support your answers.

Be sure to:

- **Answer the questions completely.**
- **Write at least 3 or 4 complete sentences.**
- **Use evidence from the passage.**
- **Use correct spelling and grammar.**
- **Use correct capitalization and punctuation.**

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may begin.

Give the students time to write their responses.

Directions

Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

Backpacks



- 1 Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.
- 2 What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.
- 3 Will the backpack only be used for school? If it will also be used for overnight trips or hikes, it must be able to hold everything needed for those trips.
- 4 Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

- 5 When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.
- 6 These tips can help people choose a backpack they will enjoy carrying.

Now, follow along as the writing prompt is read to you.

Backpacks can be used for many things. Think about the different things that you do with your backpack. What do you use your backpack for? What changes do you think would make your backpack better?

Write 3 or 4 sentences to answer the questions. What do you use your backpack for? What changes do you think would make your backpack better? Provide evidence (information) from the passage to support your answers.

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use evidence from the passage.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

I will now read the passage.

Backpacks

Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.

What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.

Will the backpack only be used for school? If it will also be used for overnight trips or hikes, it must be able to hold everything needed for those trips.

Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.

These tips can help people choose a backpack they will enjoy carrying.

Pause.

Test Administration Script, continued

SAY Now, follow along as the writing prompt is read to you.

It is good to have a backpack that you really like. Think about how you would like your backpack to look. What would you want a backpack to look like? Why would that make the backpack special for you?

Write 3 or 4 sentences to answer the questions. What would you want a backpack to look like? Why would that make the backpack special for you? Provide evidence (information) from the passage to support your answers.

Be sure to:

- **Answer the questions completely.**
- **Write at least 3 or 4 complete sentences.**
- **Use evidence from the passage.**
- **Use correct spelling and grammar.**
- **Use correct capitalization and punctuation.**

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Are there any questions?

Answer any relevant questions the students may have.

SAY You may begin.

Give the students time to write their responses.

Directions

Follow along as a passage is read to you. Then, you will write answers to some questions about the passage.

Backpacks



- 1 Everyone needs a good backpack for school, work, or fun. Here are some tips on how to choose the best backpack.
- 2 What will the backpack carry? Backpacks come in all sizes. A big backpack will have a lot of space, but it will be hard to carry. A small bag will be easy to carry, but will not have much space. A medium backpack may be just right.
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- 4 Does everything work well? The zippers should be tried. The straps should be checked. The backpack should have enough pockets. The shape of the backpack should be checked to be sure that items that are carried every day will fit.

- 5 When choosing a backpack, people often look for a backpack in their favorite color. But getting a backpack in a darker color might be a better idea. Darker colors won't look dirty as quickly as lighter colors.
- 6 These tips can help people choose a backpack they will enjoy carrying.

Now, follow along as the writing prompt is read to you.

It is good to have a backpack that you really like. Think about how you would like your backpack to look. What would you want a backpack to look like? Why would that make the backpack special for you?

Write 3 or 4 sentences to answer the questions. What would you want a backpack to look like? Why would that make the backpack special for you? Provide evidence (information) from the passage to support your answers.

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use evidence from the passage.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.

Informational Listening Sentences

The following listening sentences and questions are examples of informational listening sentences used to assess students' mastery of listening comprehension skills using items with graphic answer choices.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Listen to your teacher read a sentence. Then listen to your teacher read a question about the sentence. Answer the question after it is read to you.

Are there any questions?

Answer any relevant questions the students may have.

SAY Now listen.

Question 1

A carpenter is a person who works with wood and builds things with it.

Which picture shows what a carpenter does?

Pause while students mark their answers.

SAY Question 2

An oak tree grows from a small acorn.

Which picture shows how an oak tree starts to grow?

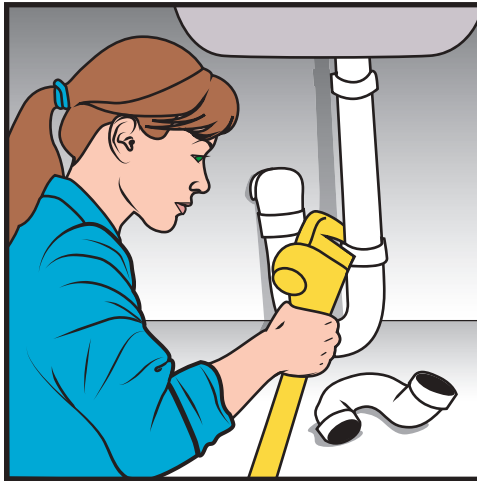
Pause while students mark their answers.

Directions

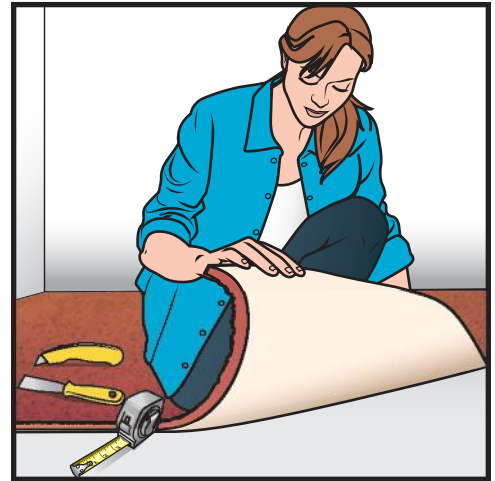
Listen to your teacher read a sentence. Then listen to your teacher read a question about the sentence. Answer the question after it is read to you.

Question 1

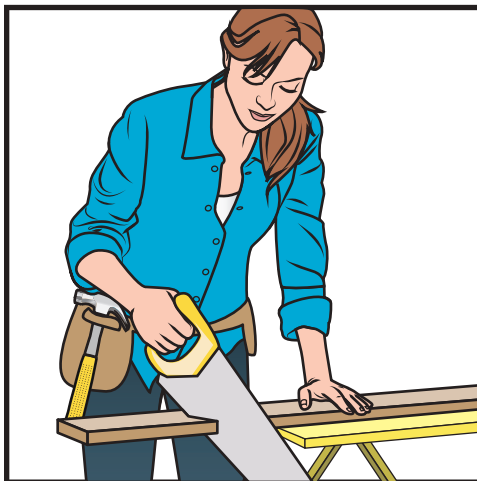
(A)



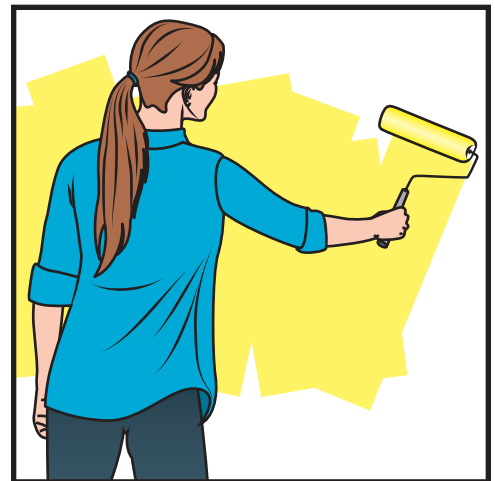
(C)



(B)



(D)



Question 2

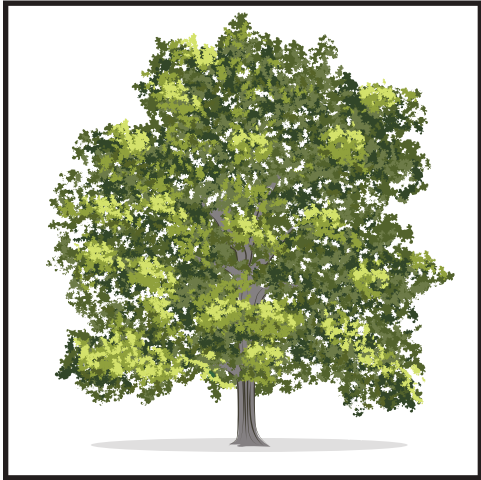
A



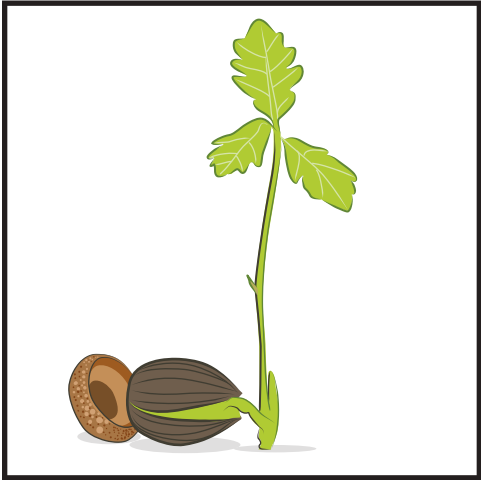
C



B



D



Informational Listening Passage Set with Graphic Answer Choices

The following listening passage set is an example of an informational listening passage used to assess students' mastery of listening comprehension skills using items with graphic answer choices.

Test Administration Script

SAY Follow along as I read the directions to you.

Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Are there any questions?

Answer any relevant questions the students may have.

SAY Now listen to a passage. The title is “The Longest Tunnel.”

Have you ever gone through a tunnel in a car, a bus, or a train? The world’s longest train tunnel is the Gotthard Base Tunnel in Switzerland. The tunnel is 35 miles long. It is built deep under the Alps, a group of mountains in Europe. Trains travel through the tunnel, moving people and goods safely and quickly.

While building the tunnel, workers used a special drilling machine to cut through the rock. The machine became very hot and had to be sprayed with water to keep it cool. The workers had to ride bicycles to get from one place to another in the long tunnel. Building this tunnel was hard work!

Pause.

SAY Question 1: Which picture shows what the passage is about?

Pause while students mark their answers.

SAY Question 2: Which picture shows how people traveled through the tunnel after it was built?

Pause while students mark their answers.

SAY Question 3: Which picture shows what the workers cut with the special drilling machine?

Pause while students mark their answers.

SAY Question 4: Which picture shows what the tunnel workers used to keep the drilling machine cool?

Pause while students mark their answers.

SAY Question 5: Which picture shows how the workers moved from place to place while building the tunnel?

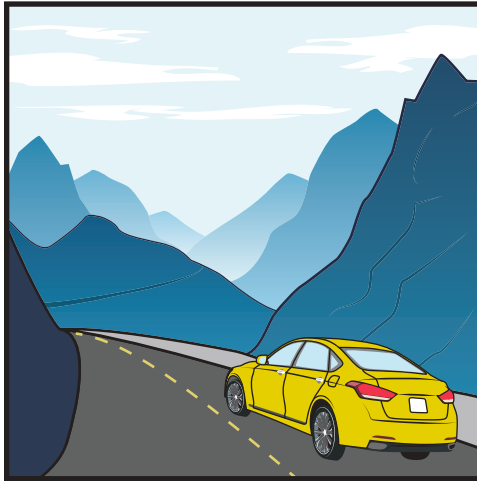
Pause while students mark their answers.

Directions

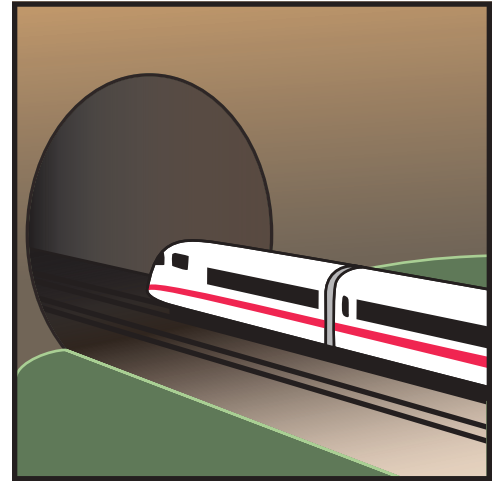
Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Question 1

(A)



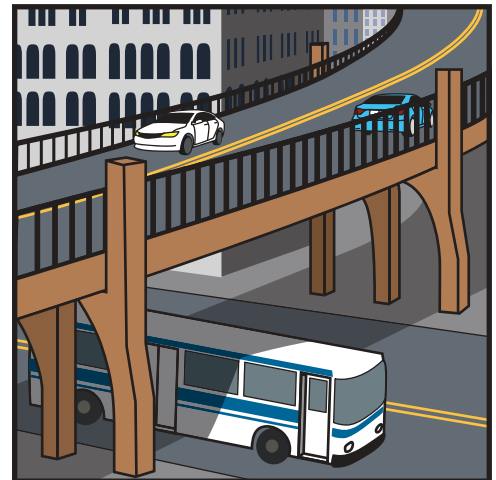
(C)



(B)

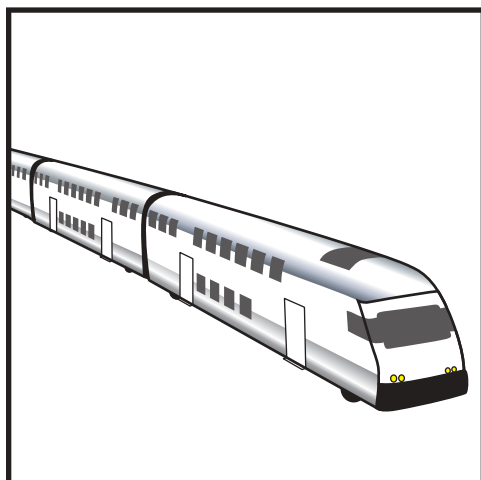


(D)

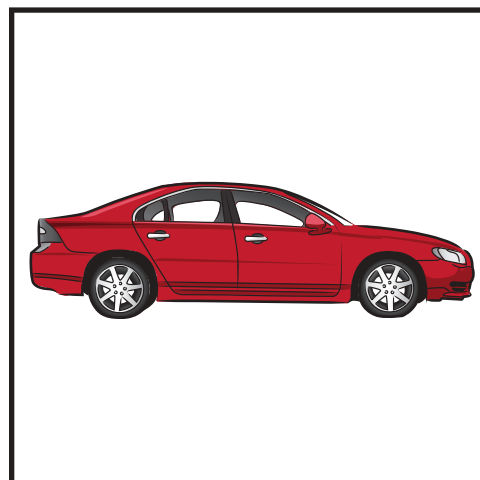


Question 2

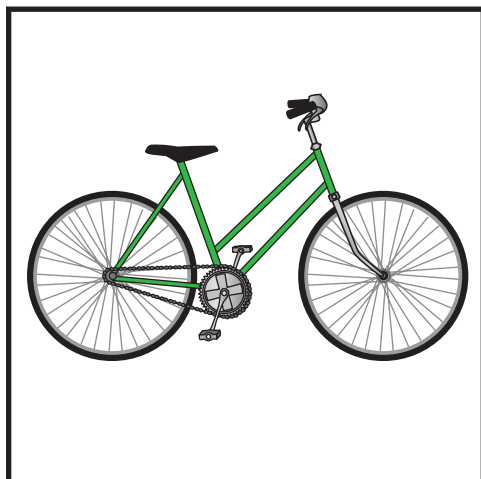
(A)



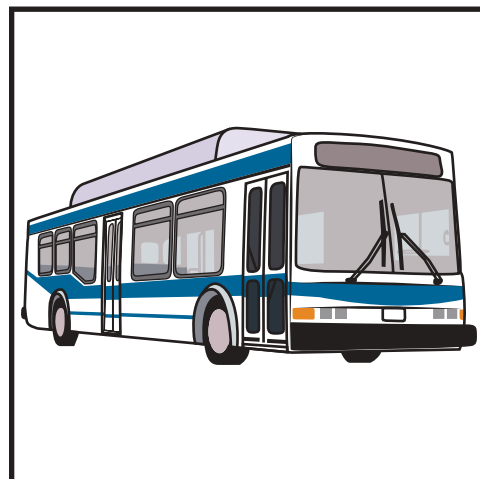
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(B)

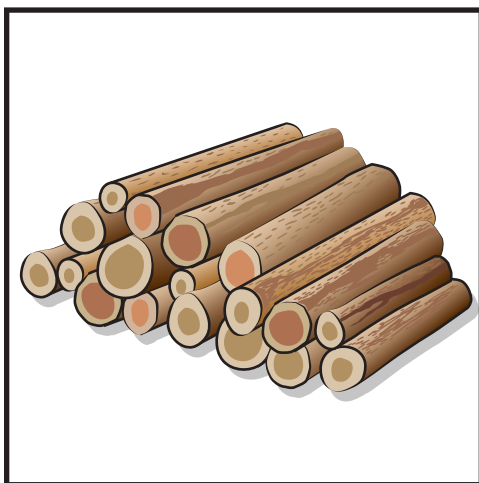


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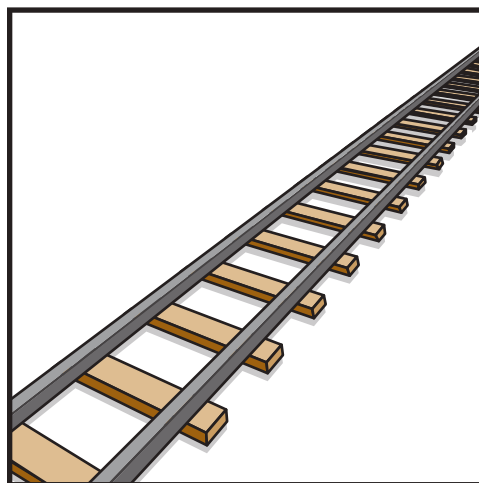


Question 3

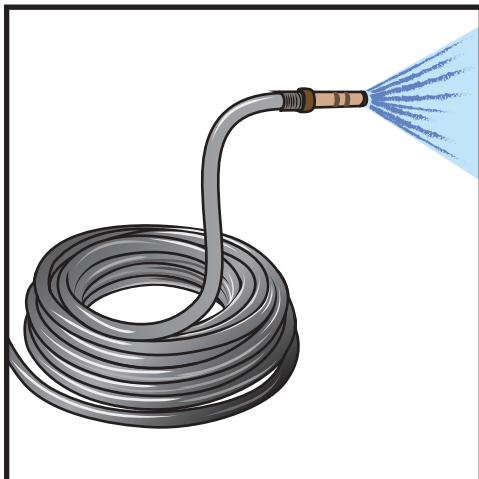
(A)



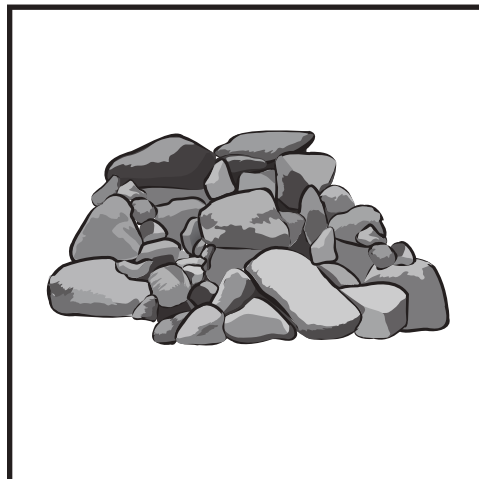
(C)



(B)

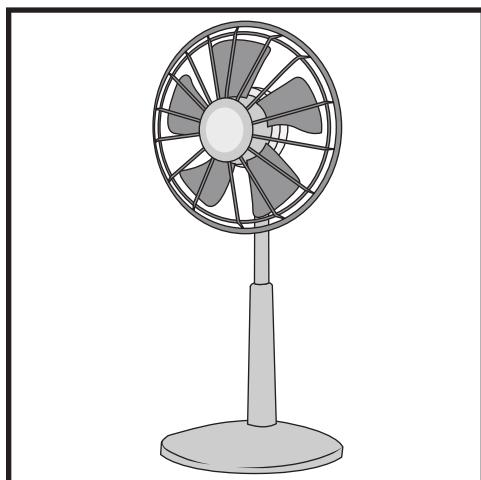


(D)

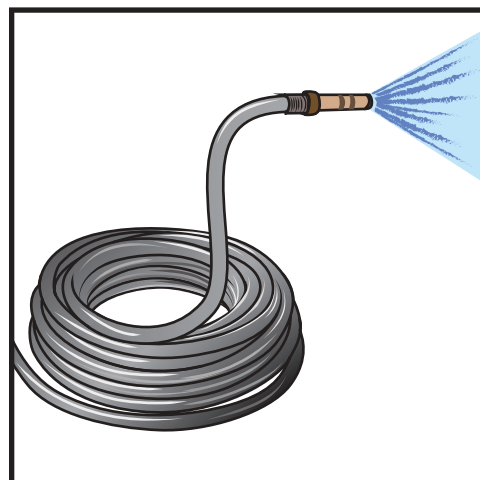


Question 4

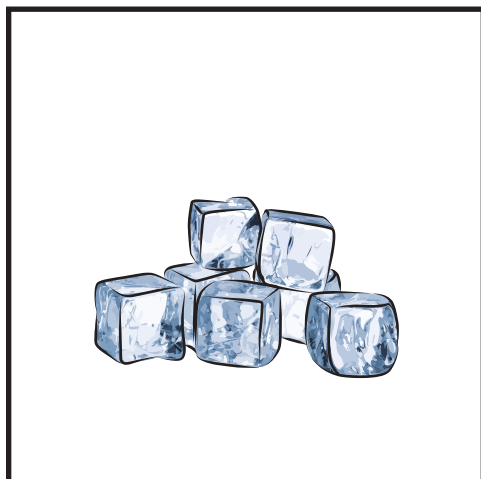
(A)



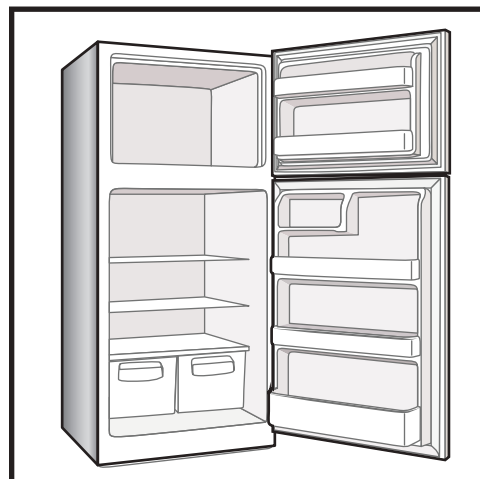
(C)



(B)

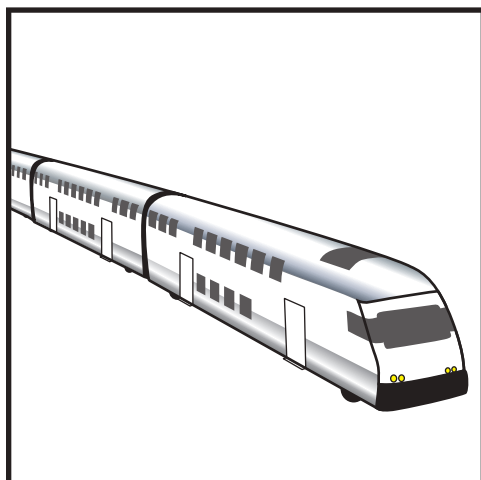


(D)

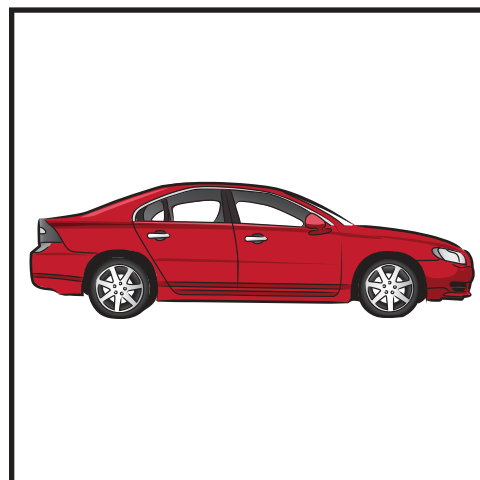


Question 5

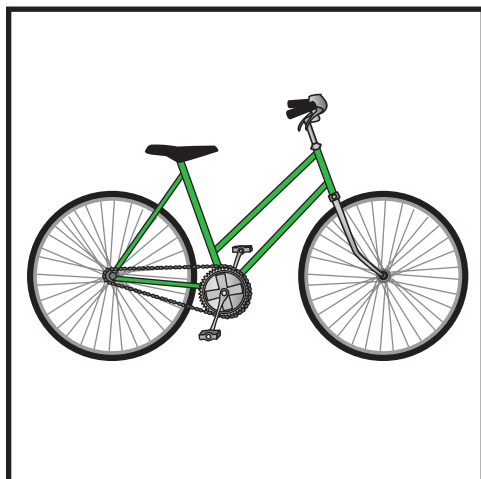
(A)



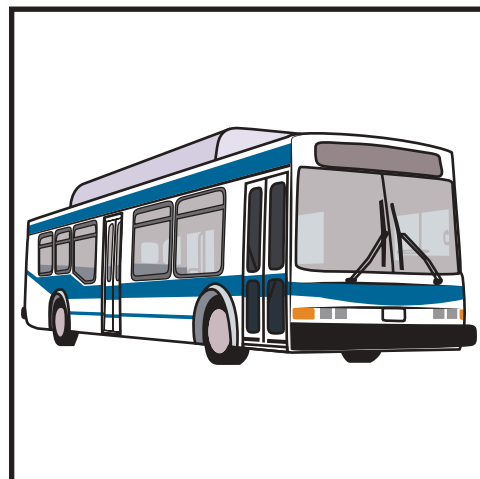
(C)



(B)



(D)



Informational Listening Passage Set with Text Answer Choices

The following informational passage set is an example of an informational listening passage used to assess students' mastery of listening comprehension skills using items with text answer choices.

Test Administration Script

SAY Follow along as I read the directions to you.

Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Are there any questions?

Answer any relevant questions the students may have.

SAY Now listen to a passage. The title is “Helpful Animals.”

Some animals can do important work that helps people.

For a long time and in many places, animals have been used to carry goods and people. These animals are called pack animals. Horses, mules, camels, and even elephants are used as pack animals. These same animals can be used to pull heavy carts or wagons. Then they are called draft animals.

Some animals can be trained to find people or objects. Search and rescue dogs are trained to find lost people by using their sense of smell. Dolphins can be trained to search for objects in the ocean.

These are only a few of the ways that animals help people.

Pause.

SAY Question 1: What is the passage mainly about?

Answer A: how animals learn

Answer B: animals that are pets

Answer C: how animals move

Answer D: animals that do work

Pause while students mark their answers.

SAY Question 2: What do pack animals do?

Answer A: search for objects

Answer B: carry goods

Answer C: pull carts

Answer D: find lost people

Pause while students mark their answers.

SAY Question 3: What are animals that pull heavy wagons called?

Answer A: pack animals

Answer B: draft animals

Answer C: search animals

Answer D: rescue animals

Pause while students mark their answers.

SAY Question 4: Which sense do dogs mainly use to find lost people?

Answer A: smell

Answer B: sight

Answer C: hearing

Answer D: taste

Pause while students mark their answers.

SAY Question 5: Which question should you ask to learn more about how dolphins are helpful?

Answer A: How can dolphins breathe in the ocean?

Answer B: How do dolphins locate things under the water?

Answer C: How high can dolphins jump out of the water?

Answer D: How can we find dolphins in the ocean?

Pause while students mark their answers.

Directions

Listen to your teacher read a passage. Then listen to your teacher read five questions about the passage. Answer each question after it is read to you.

Question 1

- Ⓐ how animals learn
- Ⓑ animals that are pets
- Ⓒ how animals move
- Ⓓ animals that do work

Question 2

- Ⓐ search for objects
- Ⓑ carry goods
- Ⓒ pull carts
- Ⓓ find lost people

Question 3

- Ⓐ pack animals
- Ⓑ draft animals
- Ⓒ search animals
- Ⓓ rescue animals

Question 4

- Ⓐ smell
- Ⓑ sight
- Ⓒ hearing
- Ⓓ taste

Question 5

- Ⓐ How can dolphins breathe in the ocean?
- Ⓑ How do dolphins locate things under the water?
- Ⓒ How high can dolphins jump out of the water?
- Ⓓ How can we find dolphins in the ocean?

Reading Fluency Set

Reading fluency sets measure students' ability to decode grade-level text with fluency and comprehension. Each fluency item consists of a set of twenty statements, varying in length from four to eight words. Each statement consists of words that are at or below the second-grade reading level and is easily recognizable as true or not true. The fluency items of the test are timed; students have a set amount of time to read the statements and mark YES or NO for each, depending on whether the statement is true or not. Because fluency items consist of factual statements, they are included only within the Informational portion of the assessment.

Test Administration Script

SAY Follow along as I read the directions to you.

Directions: Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Start when you hear GO. Then do as many as you can until you hear STOP.

Prepare to time the activity.

SAY Go.

Wait 60 seconds.

SAY Stop.

Directions

Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Start when you hear GO. Then do as many as you can until you hear STOP.

	YES	NO
A frog can jump.	<input type="radio"/>	<input type="radio"/>
A car can eat vegetables.	<input type="radio"/>	<input type="radio"/>
A teacher works at a school.	<input type="radio"/>	<input type="radio"/>
The afternoon always comes before the night.	<input type="radio"/>	<input type="radio"/>
A shirt is a part of your body.	<input type="radio"/>	<input type="radio"/>
Feathers are very heavy.	<input type="radio"/>	<input type="radio"/>
A desk has four legs.	<input type="radio"/>	<input type="radio"/>
A leaf can sing a song.	<input type="radio"/>	<input type="radio"/>
A camera is used to paint pictures.	<input type="radio"/>	<input type="radio"/>
Books have pages that are made of paper.	<input type="radio"/>	<input type="radio"/>
A giant is tall.	<input type="radio"/>	<input type="radio"/>
Computers help people do work.	<input type="radio"/>	<input type="radio"/>
People wear jeans on their arms.	<input type="radio"/>	<input type="radio"/>
An enemy is a type of friend.	<input type="radio"/>	<input type="radio"/>
People can use a clock to tell time.	<input type="radio"/>	<input type="radio"/>
Lions have big wings.	<input type="radio"/>	<input type="radio"/>
Windows are made of water.	<input type="radio"/>	<input type="radio"/>
Teeth are used to chew food.	<input type="radio"/>	<input type="radio"/>
Birds can build nests and lay eggs.	<input type="radio"/>	<input type="radio"/>
A garden is a place where monkeys grow.	<input type="radio"/>	<input type="radio"/>