

READING **Grade 5**

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	5	Subject	Reading	Question	1
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.				
Knowledge and Skill Statement 5.2	Students understand new vocabulary and use it when reading and writing.				
Essence Statement	Identifies new vocabulary words using a variety of strategies.				
Prerequisite Skill	use a picture dictionary to find words (K)				

Question 2

Grade	5	Subject	Reading	Question	2
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.				
Knowledge and Skill Statement 5.2	Students understand new vocabulary and use it when reading and writing.				
Essence Statement	Identifies new vocabulary words using a variety of strategies.				
Prerequisite Skill	use a picture dictionary to find words (K)				

Question 3

Grade	5	Subject	Reading	Question	3
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.				
Knowledge and Skill Statement 5.2	Students understand new vocabulary and use it when reading and writing.				
Essence Statement	Identifies new vocabulary words using a variety of strategies.				
Prerequisite Skill	alphabetize a series of words to the first or second letter and use a dictionary to find words (1)				

Question 4

Grade	5	Subject	Reading	Question	4
Reporting Category 1		Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.			
Knowledge and Skill Statement 5.2		Students understand new vocabulary and use it when reading and writing.			
Essence Statement		Identifies new vocabulary words using a variety of strategies.			
Prerequisite Skill		alphabetize a series of words and use a dictionary or a glossary to find words (2)			

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate*: **Applause happens when people clap their hands to show the performer they like what they see or hear.**
- *Communicate* the text, emphasizing the underlined word.
- *Communicate*: **Find the people giving a round of applause.**

Stimulus 1

applause



The boy knew the audience liked his singing because he could hear the applause.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds people giving a round of applause,	➡	mark A for question 1 and move to question 2.
If the student does not find people giving a round of applause,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds people giving a round of applause,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find people giving a round of applause,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 2b.
- Communicate: **Find the audience giving a round of applause.**

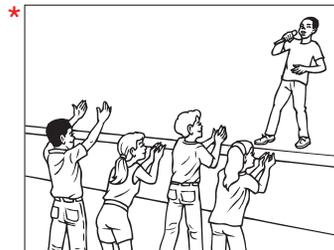
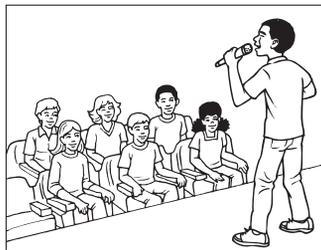
Stimulus 2a

Applause happens when people clap their hands together to show a performer that they like what they see or hear.



The boy knew the audience liked his singing because he could hear the applause.

Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the audience giving a round of applause in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the audience giving a round of applause in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the audience applauding in Stimulus 2b and <i>communicate</i> “This is the audience giving a round of applause”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the audience giving a round of applause in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the audience giving a round of applause in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. Communicate the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: Find the words that help the reader understand the meaning of the word “expert.”

Stimulus 3a

Grandma showed Angie how to twist the ribbon so it looked like a bow on a present. Angie practiced and practiced making many bows. By the end of the day, she had become an expert.



Stimulus 3b

twist the ribbon

looked like a bow

*
practiced and practiced

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the words “practiced and practiced” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the words “practiced and practiced” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how the girl became an expert. OR • Highlight the verbs in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the words “practiced and practiced” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the words “practiced and practiced” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. Communicate the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that best describes a professional.**

Stimulus 4a

Joe was riding his skateboard when he saw a little white dog run out onto the sidewalk. He jumped his skateboard up and over the little dog and flipped the skateboard up into his hands, just like a professional.



Stimulus 4b

* A professional is someone who is very skilled at something.

A professional is someone who gets scared easily.

A professional is someone who is very helpful.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “A professional is someone who is very skilled at something” in Stimulus 4b,	➡	mark A for question 4.
If the student does not find “A professional is someone who is very skilled at something” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “A professional is someone who is very skilled at something” in Stimulus 4b,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find “A professional is someone who is very skilled at something” in Stimulus 4b,	➡	mark C for question 4.