



READING **Grade 6**

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	6	Subject	Reading	Question	1
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.				
Knowledge and Skill Statement 6.10	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.				
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.				
Prerequisite Skill	retell the order of events in a text by referring to the words and/or illustrations (1)				

Question 2

Grade	6	Subject	Reading	Question	2
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.				
Knowledge and Skill Statement 6.10	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.				
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.				
Prerequisite Skill	retell the order of events in a text by referring to the words and/or illustrations (1)				

Question 3

Grade	6	Subject	Reading	Question	3
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.				
Knowledge and Skill Statement 6.10	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.				
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.				
Prerequisite Skill	describe the order of events or ideas in a text (2)				

Question 4

Grade	6	Subject	Reading	Question	4
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.				
Knowledge and Skill Statement 6.10	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.				
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.				
Prerequisite Skill	identify explicit cause and effect relationships among ideas in texts (3)				

Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate*: **This is an article about a bridge in Waco, Texas.**
- Direct the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: **Find the bridge over the Brazos River.**

Stimulus 1

A Bridge for Waco

In 1866 the town leaders in Waco, Texas, decided to build a bridge over the Brazos River.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the bridge,	➡	mark A for question 1 and move to question 2.
If the student does not find the bridge,	➡	<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 the bridge,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the bridge,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate:* **Here is more of the article “A Bridge for Waco.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find how people crossed the river before the bridge was built.**

Stimulus 2a

In 1866 the town leaders in Waco, Texas, decided to build a bridge over the Brazos River. Before the bridge was built, people had to take a ferry boat to cross the river.

Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ferry boat in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the ferry boat in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the ferry and <i>communicate</i> “People crossed the river on a ferry boat before the bridge was built”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the ferry boat in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the ferry boat in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate*: **Here is more of the article “A Bridge for Waco.”**
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that describes what had to happen before the bridge could be built.**

Stimulus 3a

Building the Waco Suspension Bridge over the Brazos River was a difficult job that cost a lot of money. Materials for the bridge had to be shipped from hundreds of miles away to a port in South Texas. At the port the materials were put on railroad cars and oxcarts to be delivered to Waco.



More than 2.7 million bricks were used to build the two double towers at each end of the bridge. Cables attached to the towers supported the wooden roadway over the river. The road was wide enough for two stagecoaches to pass. The bridge was the longest single-span bridge west of the Mississippi River.

Stimulus 3b

More than 2.7 million bricks were used to build the two double towers at each end of the bridge.

The bridge was the longest single-span bridge west of the Mississippi River.

* Materials for the bridge had to be shipped from hundreds of miles away to a port in South Texas.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Materials for the bridge had to be shipped from hundreds of miles away to a port in South Texas” in Stimulus 3b,	<p style="text-align: center;">➡</p> <p>mark A for question 3 and move to question 4.</p>
If the student does not find “Materials for the bridge had to be shipped from hundreds of miles away to a port in South Texas” in Stimulus 3b,	<p style="text-align: center;">➡</p> <p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify the problems with building the bridge. OR • Have the student sequence events from the article. OR • Highlight the answer choices in the article. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Materials for the bridge had to be shipped from hundreds of miles away to a port in South Texas” in Stimulus 3b,	<p style="text-align: center;">➡</p> <p>mark B for question 3 and move to question 4.</p>
After the selected teacher assistance, if the student does not find “Materials for the bridge had to be shipped from hundreds of miles away to a port in South Texas” in Stimulus 3b,	<p style="text-align: center;">➡</p> <p>mark C for question 3 and move to question 4.</p>

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **Here is the conclusion of the article “A Bridge for Waco.”**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to the stem and each answer choice in Stimulus 4b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find why the author put the events in the order they happened.**

Stimulus 4a

More than 145 years ago, when the Waco Suspension Bridge opened, it was a toll bridge. People who used the bridge had to pay a fee to the owners. Even cattle drivers had to pay five cents for each cow that crossed the bridge. The bridge provided a safe way to cross the Brazos River not just for cattle but also for traders, travelers, and all people heading west. When the bridge was sold to the city of Waco, it became free for the public to use.

After many years of use, the bridge was rebuilt to support more cars and trucks. A walkway for people was also added. These changes allowed travelers to continue using the bridge for many more years.

Today the bridge is closed to cars and trucks. People walk across this bridge that connects two parks. The famous bridge still reminds people of the city's history.

Stimulus 4b

The author put the events in the order they happened to —

describe how the bridge helped the people who lived in Waco

* describe how the bridge has been used over time

describe Waco before the bridge was built

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “describe how the bridge has been used over time” in Stimulus 4b,	➡	mark A for question 4.
If the student does not find “describe how the bridge has been used over time” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “describe how the bridge has been used over time” in Stimulus 4b,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find “describe how the bridge has been used over time” in Stimulus 4b,	➡	mark C for question 4.