

Released 2006
Achievement Test

English
Language Arts

GRADE

6

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This document contains released test items from the 2006 Grade 6 English Language Arts Achievement Test.

Released test items, which contained approximately 25% of the total number of test items from previously secured achievement tests, were mailed to school administrators each fall from 2004 to 2006 and have been made available to teachers only in print form because of copyright limitations. **Every second year**, as of the fall of 2007, **a complete test** for all achievement test subjects and grades (except grades 6 and 9 Social Studies; grades 3, 6, and 9 Français/French Language Arts; and Grade 9 Knowledge and Employability courses) will be **mailed** to school administrators in conjunction with the assessment highlights report for that year. In this way, teachers will receive complete forms of achievement tests. The parts of those tests that are released in print form for which electronic copyright permission is received will subsequently be posted on the Alberta Education website. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item will also be included. These materials, along with the Program of Studies and subject bulletin, provide information that can be used to inform instructional practice.

Assessment highlights provide information about the overall test, the test blueprints, and student performance on the English form of the 2008 Grade 6 English Language Arts Achievement Test. Also provided is commentary on student performance on the 2008 achievement test. This information is intended for teachers and is best used in conjunction with the multi-year and detailed school reports that are available to schools via the extranet. **Assessment highlights reports** for all achievement test subjects and grades (except grades 3, 6, and 9 Français/French Language Arts and Grade 9 Knowledge and Employability courses) will be **posted on the Alberta Education website every year** in the fall.

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Part B: Reading—2006 Achievement Test Readings and Questions

The readings and questions presented in this document are from the previously secured 2006 *Part B: Reading* Grade 6 English Language Arts Achievement Test and are representative of the questions that form these tests. These readings and questions are released by Alberta Education.

Grade 6 Achievement Test

2006

English Language Arts

Part B: Reading

Readings and Questions

I. Read the excerpt from a novel below and answer questions 1 to 6.

Mrs. Frisby, a field mouse, is the mother of four mice. Because her youngest son, Timothy, is sick, she travels to get some medicine from Mr. Ages, a white mouse.

from The Secret of NIMH

Mr. Ages was a white mouse who lived across the farm and beyond, in a house that was part of a brick wall. The wall lined the basement of what had once been a large farmhouse. The farmhouse itself had burned down so many years ago that nobody could remember what it had looked like nor who had lived there.
5 The basement remained, a great square hole in the ground; and in its crumbling walls, protected from the wind and snow, numerous small creatures lived. In summer there were snakes, dangerous to Mrs. Frisby, but there was no need to worry about them in winter.

Just the same, it was a long, hard journey and could be risky unless she was
10 extremely cautious. It was so far, in fact, that Mrs. Frisby would not ordinarily have set out so late in the day, for fear that the dark would catch her before she got back. But Timothy obviously could not wait until the next day. So only five minutes after she announced that she must go, she was gone.

If she had been able to follow her nose, that is, to take the shortest route to
15 where Mr. Ages lived, her journey would have been easy enough. But since that would have led her close to the farmhouse and the barn, and since the cat stalked those grounds relentlessly, she had to plot a much more roundabout way, circling the whole wide farmyard and sticking to the fringe of the woods.

She loped along briskly, moving in the easy, horse-like canter mice use when
20 they are trying to cover ground. Her progress was almost completely noiseless; she chose her path where the earth was bare, or where grass grew, and she avoided dead leaves, which would rustle and crackle even under her small weight. Always she kept an eye out for hiding places—logs, roots, stones, things to scurry under if she should meet a larger animal who might be unfriendly. For though the cat was
25 number one, there were other things in the woods that chased mice.

And as she did all this, she worried about Timothy and hoped that Mr. Ages would know something that would help him.

Robert C. O'Brien

Reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from *MRS. FRISBY AND THE RATS OF NIMH* by Robert C. O'Brien. Copyright © 1971 Robert C. O'Brien; copyright renewed 1999 Christopher Conly, Jane Leslie Conly, Kate Conly and Sarah Conly.

1. The purpose of lines 1 to 8 is **mainly** to
 - A. develop setting
 - B. develop conflict
 - C. characterize Mr. Ages
 - D. characterize Mrs. Frisby

2. Which of the following phrases is used by the author to create mood?
 - A. “nobody could remember what it had looked like” (line 4)
 - B. “a great square hole in the ground” (line 5)
 - C. “it was a long, hard journey and could be risky unless she was extremely cautious” (lines 9–10)
 - D. “If she had been able to follow her nose, that is, to take the shortest route” (line 14)

3. The word closest in meaning to “relentlessly” (line 17) is
 - A. leisurely
 - B. effectively
 - C. continuously
 - D. courageously

4. Which of the following quotations is used by the author to create a sense of time?
 - A. “a white mouse who lived across the farm and beyond” (line 1)
 - B. “set out so late in the day” (line 11)
 - C. “she had to plot a much more roundabout way” (line 17)
 - D. “where the earth was bare, or where grass grew” (line 21)

5. In lines 26 to 27, Mrs. Frisby is feeling
 - A. anxious
 - B. relieved
 - C. confident
 - D. exhausted

6. Mrs. Frisby travelled on bare earth or grass because she
 - A. did not want to make a noise
 - B. knew she would be safe
 - C. did not want to be seen
 - D. was in a hurry

II. Read the poem below and answer questions 7 to 10.

JUST BEFORE SPRINGTIME

This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Judith Viorst

Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from *IF I WERE IN CHARGE OF THE WORLD AND OTHER WORRIES* by Judith Viorst. Text copyright © 1981 Judith Viorst. pp. 20–21.

7. The sentence “I don’t care” (lines 4 and 5) is repeated to show the speaker’s belief that
- A. springtime is coming
 - B. there is a smell in the air
 - C. the birds are out of town
 - D. the earth is coloured brown
8. The phrase “World wake up” (line 13) is an example of
- A. simile
 - B. metaphor
 - C. hyperbole
 - D. personification
9. The image created by the words “There’s a vision that fills up my eyes / With wings making waves in warm skies” (lines 22 to 23) is that of
- A. birds soaring in the sky
 - B. waves rolling in the sea
 - C. eyes staring into the sky
 - D. wind blowing across the water
10. The speaker concludes that spring is coming (lines 20 to 25) by using her senses of
- A. sight and smell only
 - B. taste and touch only
 - C. sight, taste, and touch only
 - D. taste, touch, and smell only

III. Read the excerpt from an article below and answer questions 11 to 15.

from SNOW EATER

It is 7:15 on a dark February morning when five players from the Lethbridge Hurricanes hockey team arrive at the Sixteenth Street outdoor rink. The team had practiced here yesterday in arctic temperatures, but the wind is pleasantly warm this morning as they meet one last time to polish their plays for tonight's game.

5 But one look at the rink tells them there will be no practice today. At least two inches of water cover the slushy ice. By the end of the day, the rink will be a pool. What's happening?

People who live near the Rocky Mountains in southern Alberta, Canada, often say, "If the weather is too cold for you, just wait a few minutes." Winter
10 temperatures can be -34°C with enough snow to make a skier's paradise, but a chinook will change that in no time.

A chinook is a warm, dry wind that blows eastward from the Pacific Ocean, over the Rocky Mountains, and across the North American prairie. It can quickly raise temperatures by tens of degrees. *Chinook* is actually a First Nations word
15 meaning "snow eater," for in a chinook's path, snow rapidly disappears.

Winds similar to the chinook are called *zonda* in Argentina, *koembang* in Java, *puelche* in the Andes, Santa Ana in California, and *foehn* in Europe. Chinooks occur often over the western plains of North America, but they are most common in the "chinook belt" of southwestern Alberta, where one winter may include up to
20 30 chinook days. This part of Canada has ideal geographical conditions for a chinook: a warm ocean nearby, prevailing westerly winds, mountains, and plains.

Alberta's chinook begins in the Pacific Ocean. Warm, moist winds originate there, then sweep across British Columbia and up the western slopes of the Rockies. As the air rises, it expands and cools. Cold air cannot hold as much
25 moisture as warm air, so the moisture falls as rain or snow in the Rockies and west of them.

The now dry air rushes down the eastern side of the mountains, picking up speed as heavy, cool air pushes on it from above. The compression causes rapid warming, much like air heated in a bicycle pump. Temperatures may rise as much
30 as 25°C in five minutes! As the wind sweeps over the prairie, it pushes the cloud cover into an arched band moving eastward across the sky and searches for moisture to absorb, which it finds in snow.

Prairie dwellers have depended on the chinook's warmth throughout history. When early settlers saw the chinook arch, they quickly collected snow in barrels
35 and tubs, because the melted snow would be a convenient water supply. Today's farmers and ranchers in southern Alberta still count on chinooks to enable them to keep their cattle and horses outside during the winter. The thaw helps animals find food hidden under the snow, and occasional warm spells make winter more livable.

With today's meteorology, we can explain and even predict chinooks. But
40 because the chinook was so difficult for early inhabitants of Alberta to understand, much folklore grew up around it.

Dolores Andressen

11. In context, the word “polish” (line 4) means to
- A. discuss
 - B. improve
 - C. complete
 - D. remember
12. In line 15, the phrase “snow eater” is in quotation marks to indicate
- A. a slang expression
 - B. translated words
 - C. spoken words
 - D. a title
13. According to the article, in North America, chinooks take place most often
- A. in California
 - B. over the Pacific Ocean
 - C. in southwestern Alberta
 - D. on the western slopes of the Rockies
14. Which of the following lists describes the ideal conditions for a chinook?
- A. Warm ocean, rain, plains, and snow
 - B. Warm ocean, rain, plains, and westerly winds
 - C. Warm ocean, westerly winds, mountains, and snow
 - D. Warm ocean, westerly winds, mountains, and plains
15. According to the article, folklore about the chinook developed **mainly** because chinooks
- A. were misunderstood
 - B. helped the early settlers
 - C. were a common occurrence
 - D. made the winter more bearable

IV. Examine the cartoon below and answer questions 16 and 17.



Peanuts: © United Feature Syndicate, Inc.

Schulz, Charles M. *Classroom Peanuts*. New York: Holt, Rinehart and Winston, 1982.

16. In frame 6, the **most likely** reason that the girl repeats all of the numbers is that she is
- A. making the problem clear to her classmates
 - B. stalling for time before giving her answer
 - C. showing off her knowledge of numbers
 - D. trying to solve the problem in her mind
17. In frame 11, the **most likely** reason that the girl says “MA’AM?” is that the
- A. teacher indicated that the girl should work faster
 - B. teacher instructed the girl to return to her desk
 - C. girl does not want the teacher to help her
 - D. girl did not hear what the students said

V. Read the passage below and answer questions 18 to 21.

Bernard Voyer was born on March 7, 1953, in Rimouski, Quebec. He is an incredible explorer and mountaineer who has some extraordinary achievements to his credit.

Everest—On Top of the World

This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Marie-Pier Elie

Elie, Marie-Pier. "Everest—On Top of the World." *OWL Magazine*, December 2000. pp. 22, 23, and 25.

18. In context, the statements “It’s now or never. I am determined” (line 5) suggest that Bernard is **most likely** feeling
- A. proud
 - B. reckless
 - C. confident
 - D. discouraged
19. The quotation “the mountain that has always been part of me” (lines 31 to 32) **most clearly** suggests that Bernard Voyer has
- A. grown up around Mount Everest
 - B. heard so much about Mount Everest
 - C. used all his energy climbing Mount Everest
 - D. constantly thought about climbing Mount Everest
20. The word “savour” (line 37) means to
- A. enjoy
 - B. desire
 - C. collect
 - D. discuss
21. The direct quotations of Bernard Voyer are examples of the use of
- A. flashback
 - B. exaggeration
 - C. first person narration
 - D. third person narration

VI. Read the excerpt from a novel below and answer questions 22 to 26.

from THE BOGGART

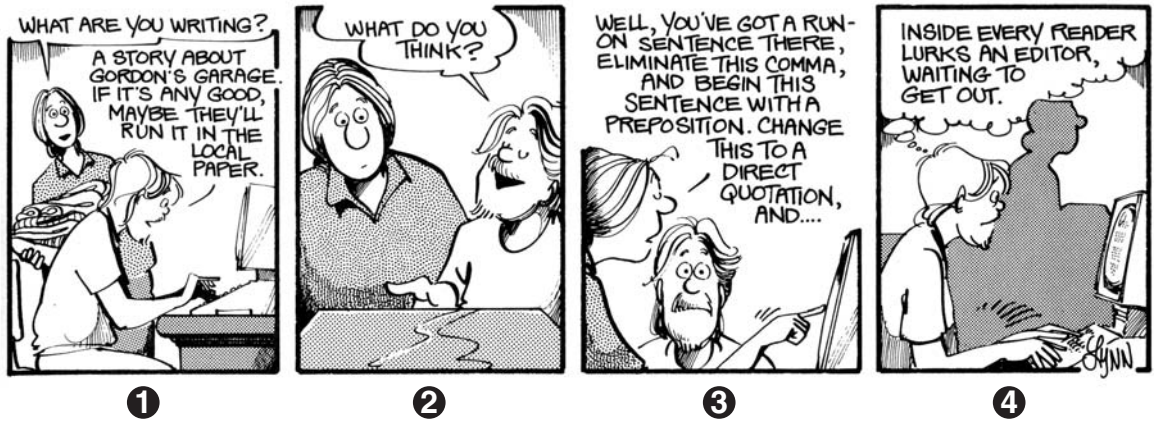
This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Susan Cooper

Margaret K. McElderry Books, an imprint of Simon & Schuster Children's Publishing Division from THE BOGGART by Susan Cooper. Copyright © 1993 Susan Cooper. pp. 1-2.

22. The statement “Tommy had never had the courage to ask if it were true” (line 4), **most clearly** suggests that Tommy
- A. believes it would be rude to ask Mr. MacDevon his age
 - B. knows that Mr. MacDevon is one hundred years old
 - C. is afraid of Mr. MacDevon’s reaction
 - D. is afraid to speak to Mr. MacDevon
23. The work that Tommy’s mother does is difficult because
- A. many people shop at the store
 - B. she has to supervise a lot of workers
 - C. she has many responsibilities at the store
 - D. most of the groceries have to be delivered by boat
24. The statement “Tommy rowed over to the island now and again” (lines 27 to 28) suggests that Tommy visited the island
- A. regularly since he was born
 - B. to satisfy youthful curiosity
 - C. only to entertain himself
 - D. on a few occasions
25. The MacDevon and Fergus both
- A. enjoy visiting the village store
 - B. enjoy listening to music
 - C. are village residents
 - D. are old and tired
26. Which of the following quotations establishes the setting of the excerpt?
- A. “His father said the MacDevon was one hundred years old” (lines 3–4)
 - B. “he walked carefully up the beach toward the village store” (line 16)
 - C. “though he preferred the fishing” (line 19)
 - D. “every neighbor strained to hear the haunting music” (line 31)

VII. Examine the cartoon below and answer questions 27 to 29.



Lynn Johnston

FOR BETTER OR FOR WORSE © 1996 Lynn Johnston Productions. Dist. By Universal Press Syndicate.
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27. From frame 2 to frame 3, the man's attitude **most likely** changes from
- A. carefree to doubtful
 - B. confident to frustrated
 - C. determined to confused
 - D. relaxed to frustrated
28. In frame 3, the ellipsis (. . . .) indicates that the woman
- A. finishes what she has to say
 - B. waits to get the man's attention
 - C. changes her mind about what she is going to say
 - D. continues to speak even though words are omitted
29. The word that is closest in meaning to "LURKS" (frame 4) is
- A. hides
 - B. demands
 - C. flourishes
 - D. dominates

VIII. Read the article below and answer questions 30 to 34.

HAIR THERE AND EVERYWHERE

Hair covers our bodies. But that's not all it does.

Besides making us look good, hair has other important jobs to do. Hair cushions our heads from bumps and bruises. It protects us from the sun in the summer. It keeps us warm in nippy weather. Nose and ear hair prevent dust, insects, and dirt from entering our bodies. Eyebrows keep sweat away from our eyes. Leg and arm hair help us feel things, like crawling insects, before they even touch our skin. Our hair works as an early-warning device for our body. Not bad service from a bunch of dead-cell matter!

We each have about a hundred thousand hairs on our head. Each hair grows from a root under the skin. The root forms in a tiny tube called a **follicle** (FOL i kul). Blood vessels are at the bottom of each follicle. They bring food to the hair cells so that they can grow. As new cells grow, old cells are pushed out of the scalp. They no longer have food, so they die. This stack of dead cells along with the root becomes a hair.

How can hair grow and still be dead? Only the follicle and root are alive. The rest of the hair, called the shaft, is dead. That's why it doesn't hurt to have your hair cut. But when someone yanks your hair, the tiny nerve endings at the base of the follicles get pulled, too. A pain message scurries to the brain. *Ouch!*

Each hair grows about 0.254 mm daily. Take that number times the one hundred thousand hairs on your head. You'll find that you're growing 25.4 m of hair a day! A young person's hair grows faster than an adult's, and hair grows faster when it is warm outside.

Each hair may stay on your head for two to six years. That means you're losing some every day. As hairs drop out, new ones take their places. The next time you brush your hair, look at the hairs stuck in the bristles. You'll see the ones you just lost.

Straight, curly, wavy! Why can't we change our type of hair? Follicles are the root of the problem. Follicles come in different shapes. People with round follicles have straight hair, while oval follicles produce curly hair. Supercurly hair comes from slotted follicles. Since you cannot alter the shape of your follicles, your hair type will always be the same. . . .

You won't have any better luck changing your hair color. Heredity, along with a substance called melanin, determines hair color. Melanin is in hair cells when they are formed. The amount present causes people to be blonds, brunettes, redheads, and so on. As people get older, there is less melanin in the cells and the hair turns gray or white. . . .

For the most part, you can give yourself healthy hair by taking care of it. Keep it clean. Avoid shampooing too often or not enough. Get lots of exercise and plenty of rest. Hair is 97 percent protein, so it suffers when you don't eat enough protein. . . . Minerals . . . also are necessary. So, skip those greasy fries and munch on a carrot instead. A healthy body produces healthy hair, no matter how you cut it!

Margery Nichelason

30. The writing in brackets after the word “**follicle**” (lines 10 to 11) shows the word’s
- A. origin
 - B. spelling
 - C. meaning
 - D. pronunciation
31. The purpose of the blood vessels beneath each hair is to
- A. push out dead hair cells
 - B. bring food to new hair cells
 - C. stack dead cells on the roots
 - D. send new hair cells to the follicle
32. According to the article, hair is composed primarily of
- A. nerves
 - B. protein
 - C. melanin
 - D. minerals
33. The phrase “no matter how you cut it!” (lines 41 to 42) is **most likely** used to create
- A. mood
 - B. humour
 - C. imagery
 - D. exaggeration
34. Which of the following outlines could be used for this article?
- | | |
|--|--|
| <ul style="list-style-type: none">A. I. Purpose of hairII. Types of hairIII. Hair growthIV. Hair care | <ul style="list-style-type: none">B. I. Types of hairII. Purpose of hairIII. Hair growthIV. Hair care |
| <ul style="list-style-type: none">C. I. Purpose of hairII. Hair growthIII. Types of hairIV. Hair care | <ul style="list-style-type: none">D. I. Types of hairII. Hair careIII. Purpose of hairIV. Hair growth |

IX. Read the following excerpt from a Table of Contents and Time-Line, then answer questions 35 and 36.

This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Ryan, Peter. *Explorers and Mapmakers*. New York: E. P. Dutton, 1990.

35. Bold-faced type is used in this table of contents to indicate
- A. different continents
 - B. chapter headings
 - C. historical events
 - D. important ideas
36. To read about the Amundsen expedition in this book, a reader would **most likely** refer to page
- A. 41
 - B. 42
 - C. 44
 - D. 47

X. Read the passage below and answer questions 37 to 42.

SASKATOON BERRIES

This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Max Braithwaite

“Saskatoon Berries” taken from *The Very Best of Max Braithwaite* by Max Braithwaite. pp. 195–197.

37. The phrase “*live under canvas*” (line 3) means that the family was going to be
- A. painting the prairie landscape
 - B. exploring the western plains
 - C. travelling across the country
 - D. using tents for shelter
38. In this passage, lines 8 to 13 are used to establish
- A. character
 - B. setting
 - C. action
 - D. theme
39. The writer was “amazed and a little sad” (lines 18 to 19) **most likely** because he realized that the walker
- A. did not know that the berries were edible
 - B. did not want to leave without some berries
 - C. was disappointed with the taste of the berries
 - D. was disappointed that the berries were damaged
40. In context, the word “expeditions” (line 26) means
- A. fields
 - B. visits
 - C. feats
 - D. trips
41. The word that is closest in meaning to “in abundance” (lines 30 to 31) is
- A. healthy
 - B. popular
 - C. plentiful
 - D. demanding
42. Saskatoon berries were important to the early inhabitants of the prairies **mainly** because they are
- A. a tasty treat
 - B. easy to pick
 - C. nutritious to eat
 - D. found in specific locations

XI. Read the poem below and answer questions 43 to 45.

LIKE A TREE

This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Edna H. King

King, Edna H. "Like a Tree." In *Do Whales Jump at Night? Poems for Kids*. Edited by Florence McNeil. Toronto: Douglas & McIntyre Limited, 1990. p. 16.

43. The phrase “I can not make a perfect world for you” (line 1) suggests that the speaker is
- A. sensitive
 - B. dissatisfied
 - C. being sarcastic
 - D. being realistic
44. In context, the word “artificial” (line 2) means
- A. unique
 - B. difficult
 - C. unnatural
 - D. impossible
45. The poet has **most likely** written this poem in this particular shape to
- A. create imagery
 - B. develop rhyme
 - C. emphasize changes in the poem
 - D. describe how the words best fit together

XII. Read the article below and answer questions 46 to 50.

POLAR BEAR CENTRAL

This reading selection is unavailable for Internet posting due to copyright limitations. Please refer to the information below regarding the source in which this reading selection can be found.

Ameerah Vamvakaris

Vamvakaris, Ameerah. "Polar Bear Central." *OWL Magazine*, December 2000 OWL. pp. 14, 16, and 17.

46. The word “lumbering” (line 2) refers to how a polar bear
- A. sleeps
 - B. walks
 - C. hunts
 - D. eats
47. According to the article, polar bears are put into “polar bear jail” (line 12) in order to
- A. protect them from hunters
 - B. observe their eating habits
 - C. study their migration habits
 - D. lessen their reliance on people
48. The phrase “*Star Wars*” (line 21) is written in italics because it is
- A. the title of a movie
 - B. important vocabulary
 - C. the name of a tundra buggy
 - D. a tourist attraction in Churchill
49. The phrase “one of the best looked-after large Arctic animals” (line 31) implies that the polar bear is
- A. healthy
 - B. well-fed
 - C. attractive
 - D. well-protected
50. According to the article, the two **main** problems that the polar bear continues to face are
- A. loss of habitat and shortage of food
 - B. toxic fluids and tundra buggies
 - C. pollution and over-hunting
 - D. jail and humans

Part B: Reading—2006 Test Blueprint and Item Descriptions

The following blueprint shows the reporting categories and language functions by which questions were classified on the 2006 Grade 6 English Language Arts Achievement Test.

Question Distribution by Reporting Category	Question Distribution by Language Function		Number and Proportion of Questions
	Informational	Narrative / Poetic	
<p>Identifying and Interpreting Ideas and Details</p> <p>Students recognize explicit or implicit ideas and details and make inferences about the relationships between ideas and details.</p>	13,14, 31, 32, 36, 47, 49	2, 6, 7, 9, 10, 23, 25, 26, 43	<p>16 Questions</p> <p><i>(32% of Part B: Reading Total)</i></p>
<p>Interpreting Text Organization</p> <p>Students identify and analyze the author’s use of genre. Students identify and analyze the author’s choice of form, organizational structure, style, literary techniques, text features, and conventions.</p>	12, 21, 30, 35, 48	4, 8, 27, 28, 38	<p>10 Questions</p> <p><i>(20% of Part B: Reading Total)</i></p>
<p>Associating Meaning</p> <p>Students use contextual clues to determine the connotative meaning of words, phrases, and figurative language.</p>	11, 20, 46	3, 29, 37, 40, 41, 44	<p>9 Questions</p> <p><i>(18% of Part B: Reading Total)</i></p>
<p>Synthesizing Ideas</p> <p>Students make generalizations by integrating information from an entire selection in order to identify the purpose, theme, main idea, or mood of the selection.</p>	15, 18, 19, 33, 34, 50	1, 5, 16, 17, 22, 24, 39, 42, 45	<p>15 Questions</p> <p><i>(30% of Part B: Reading Total)</i></p>
Number and Proportion of Questions	<p>21 Questions</p> <p><i>(42% of Part B: Reading Total)</i></p>	<p>29 Questions</p> <p><i>(58% of Part B: Reading Total)</i></p>	<p><i>Part B: Reading Total</i></p> <p>50 Questions</p> <p><i>(100%)</i></p>

The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly), the reporting category, the language function, and the item description.

Question	Key	Diff. %	Reporting Category	Language Function	Item Description
1	A	79.7	N	SI	Integrate information to identify the establishment of setting in a novel excerpt
2	C	73.7	N	ID	Integrate information to identify how an author establishes mood in a novel excerpt
3	C	70.7	N	AM	Recognize the contextual meaning of a word in a novel excerpt
4	B	84.4	N	TO	Integrate information to identify how the author establishes time in a novel excerpt
5	A	73.4	N	SI	Integrate information to identify the establishment of feelings in a novel excerpt
6	A	72.1	N	ID	Locate key details in a novel excerpt
7	A	67.5	N	ID	Recognize the use of implicit details in a poem to make an inference as to a speaker's beliefs
8	D	45.9	N	TO	Recognize the use of personification in a poem
9	A	70.0	N	ID	Recognize the use of implicit details in a poem to make an inference related to imagery
10	C	69.5	N	ID	Identify the source for a speaker's conclusion by locating key details in a poem
11	B	77.8	I	AM	Recognize the contextual meaning of a word in an informational article
12	B	52.8	I	TO	Recognize the author's purpose for using quotation marks in an informational article
13	C	65.1	I	ID	Identify the list of explicit details specified in an informational article
14	D	56.6	I	ID	Locate key details in an informational article to identify a list of explicit details
15	A	34.3	I	SI	Integrate information from an informational article to explain a relationship related to main idea
16	B	81.4	N	SI	Use details in a cartoon to make an inference about a character's motivation
17	B	65.5	N	SI	Use related details in a cartoon to make a judgment about the most likely reason for a character's actions
18	C	82.4	I	SI	Integrate information to draw a conclusion about a character's feelings in an informational article
19	D	53.0	I	SI	Identify the meaning of a quotation from the context of an informational article

Question	Key	Diff. %	Reporting Category	Language Function	Item Description
20	A	75.2	I	AM	Identify the meaning of a word from context in an informational article
21	C	50.3	I	TO	Identify the use of first person in an informational article as a literary technique
22	A	83.3	N	SI	Synthesize information from a novel excerpt to make a judgment related to the reasons for a character's actions
23	C	67.8	N	ID	Locate key details in a novel excerpt
24	D	66.7	N	SI	Identify the meaning of a phrase from the context in a novel excerpt
25	D	74.2	N	ID	Locate key details in a novel excerpt to identify a relationship between characters
26	B	62.2	N	ID	Recognize the use of selected text in a novel excerpt to establish setting
27					This question was deleted.
28	D	72.8	N	TO	Recognize the use of ellipses to convey meaning in a cartoon
29	A	79.9	N	AM	Recognize the contextual meaning of a word in a cartoon
30	D	75.0	I	TO	Recognize the author's use of brackets in an informational article to assist in confirming the meaning of a word
31	B	71.2	I	SI	Locate key details in an informational article to identify explicit details
32	B	66.2	I	SI	Locate key details in an informational article to identify explicit details
33	B	49.9	I	SI	Integrate information from an informational article to draw a conclusion related to the intent of specific text
34	C	66.0	I	SI	Select an outline that represents the order that information was presented in an informational article
35	B	72.2	I	TO	Identify the purpose of bold-face type in a table of contents
36	C	54.9	N	ID	Using details presented in a table of contents, infer where specified information would most likely be found
37	D	56.8	N	AM	Identify the meaning of a phrase from context in a short story
38	B	74.0	N	TO	Recognize that selected text in a short story is used to establish setting
39	A	65.7	N	SI	Use details from a short story to determine the probable reason for a character's feelings

Question	Key	Diff. %	Reporting Category	Language Function	Item Description
40	D	77.7	N	AM	Identify the meaning of a word from context in a short story
41	C	58.2	N	AM	Identify from context, a word that has the most similar in meaning to a phrase used in a short story
42	C	71.4	N	SI	Use information from a short story to select a generalization related to a main idea
43	D	62.8	N	ID	Interpret details from a poem to make an inference related to a speaker's intentions
44	C	72.5	N	AM	Identify the meaning of a word from context in a poem
45	A	67.6	I	SI	Integrate information from a poem to infer the author's purpose for using text in a particular form
46	B	83.0	I	AM	Recognize the contextual meaning of a word in an informational passage
47	D	60.1	I	SI	Locate a key detail about description in an informational passage
48	A	77.1	I	TO	Recognize the author's use of italics in an informational article
49	D	68.9	I	ID	Infer the meaning of a phrase from key details about a description in an informational passage
50	C	61.5	I	SI	Synthesize information to identify problems of a character in an informational passage