



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					

Presentation Instructions for Question 1

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

Stimulus 1

A Bridge for Waco

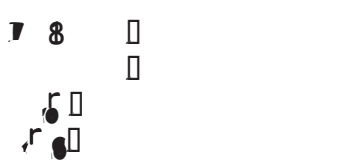
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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the bridge,	➡	mark A for question 1 and move to question 2.
If the student does not find the bridge,	➡	<ul style="list-style-type: none"> • remove the stimulus; • 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


Stimulus 2a and 2b. Here is more of the article "A Bridge for Waco."
 the student to Stimulus 2a. the text.
 the student to each answer choice in Stimulus 2b.
 Find how people crossed the river before the bridge was built.

Stimulus 2a



Stimulus 2b

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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

Presentation Instructions for Question 3

Stimulus 3a and 3b. Here is more of the article "A Bridge for Waco."
the student to Stimulus 3a. the text.
the student to each answer choice in Stimulus 3b. the text in each answer choice.
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.



M ●
□ ●
● ●
● ●
● ●
M ●

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

Stimulus 4a and 4b.
Waco.”

Here is the conclusion of the article “A Bridge for

the student to Stimulus 4a.

the text.

the student to the stem and each answer choice in Stimulus 4b.
stem and each answer choice.

the text in the

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.

Stimulus 4b

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds "describe how the bridge		