

# 5th Grade

## ELA

## Chapter 1: *i*LEAP English Language Arts, Grade 5

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 5. Test specifications, scoring rubrics, and sample test questions are provided so that teachers may align classroom practices with the state assessment.

### Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two on the second day.

#### Day One

Part 1: Writing

Part 2: Using Information Resources

#### Day Two

Part 3: Reading

Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills<sup>®</sup> (*ITBS*). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms, which compare our students' results with the results of other students in the nation who took the test.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

### The NRT Component

The *ITBS* survey battery is the NRT component of the *i*LEAP ELA assessment. This part of the assessment measures standards 1, 2, 3, 6, and 7.

#### Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

#### Standard 2

Students write competently for a variety of purposes and audiences.

#### Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

**Standard 6**

Students read, analyze, and respond to literature as a record of life experiences.

**Standard 7**

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school’s curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 1.1 presents the testing times and the number of questions for each subtest.

**Table 1.1: Grade 5 Survey Battery Test Lengths and Times**

Test	Time (min.)	No. of Questions
<b>Reading</b>		
Vocabulary	5	12
Reading Comprehension	25	20
<b>Language</b>		
Spelling, Capitalization, Punctuation, Usage and Expression	30	51
<b>Total</b>	<b>60</b>	<b>83</b>

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

**Reading**Vocabulary

Each vocabulary question presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word.

Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension

The reading comprehension section includes passages that vary in length and are drawn from fiction and nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

## Language

### Spelling

Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

### Capitalization

For these items, students identify the line of text containing a capitalization error, or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

### Punctuation

For these items, students identify the line of writing in which a punctuation error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, and colons is tested.

### Usage and Expression

Most usage and expression questions contain one or two sentences arranged in three lines; others are part of a longer passage. Students must identify the line containing the error, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression items, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

**NOTE: Some of the items in this section measure GLEs in standard 2 and are reported with the writing score. What this means is that the total number of points possible in standard 2 listed on the report includes the score students receive on their written composition (up to 8 possible points) PLUS the number correct on the standard 2 items found in the Language section (3 to 4 items depending on the form).**

## The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's content standards, benchmarks, and GLEs. This component of *iLEAP* measures aspects of standards 2 and 5.

### **Standard 2**

Students write competently for a variety of purposes and audiences.

## **Standard 5**

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

### **Writing and the Scoring of the Written Composition**

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. At grade 5, the writing prompt may direct students to write a story, explain or describe something, or convince someone of their position.

The Writing test is **untimed**, but students should be given a minimum of 75 minutes to read the passage(s), plan and write their composition, and check their work. Students are given a Writer's Checklist and are provided dictionaries and thesauruses.

Because of the heavy emphasis of standard 3 (conventions of writing) in the survey battery, student compositions will be scored only for the dimensions of Content and Style. Each dimension is worth up to 4 points for a possible total of 8 points. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style rubrics can be found on pages 5 through 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of evidence from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

## CONTENT (One Passage): Central Idea, Development, and Organization

**Key Questions:** *Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> <li>sharply focused central idea</li> <li>shows a complete understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>clear central idea</li> <li>shows a general understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>vague central idea</li> <li>shows a partial understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> </ul>
USE OF THE PASSAGE AND DEVELOPMENT	<b>A composition without evidence from the passage cannot receive a score higher than a 2 in Content.</b>			
	<ul style="list-style-type: none"> <li>includes ample, well-chosen evidence from the passage to support central idea</li> <li>Evidence and ideas are developed thoroughly.</li> <li>Details are specific, relevant, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes sufficient and appropriate evidence from the passage to support central idea</li> <li>Evidence and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes insufficient or no evidence from the passage, <b>OR</b> only summarizes or paraphrases passage information</li> <li>Evidence and ideas are not developed adequately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage</li> <li>minimal/no development</li> <li>Information is irrelevant, inaccurate, minimal, confusing.</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>Evidence of planning and logical order allows reader to easily move through the composition.</li> <li>Clear beginning, middle, and ending contribute sense of wholeness.</li> <li>effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Logical order allows reader to move through the composition.</li> <li>has a beginning and an ending</li> <li>transitions</li> </ul>	<ul style="list-style-type: none"> <li>attempt at organization</li> <li>digressions, repetition</li> <li>weak beginning and ending</li> <li>may lack transitions</li> </ul>	<ul style="list-style-type: none"> <li>random order</li> <li>no beginning or ending</li> <li>difficult for the reader to move through the response</li> </ul>

## CONTENT (Two Passages): Central Idea, Development, and Organization

*Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> <li>sharply focused central idea</li> <li>shows a complete understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>clear central idea</li> <li>shows a general understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>vague central idea</li> <li>shows a partial understanding of the task</li> </ul>	<ul style="list-style-type: none"> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> </ul>
USE OF THE PASSAGE(S) AND DEVELOPMENT	<b>A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.</b>			
	<ul style="list-style-type: none"> <li>includes ample, well-chosen evidence from the passages to support central idea</li> <li>Evidence and ideas are developed thoroughly.</li> <li>Details are specific, relevant, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes sufficient and appropriate evidence from at least one of the passages to support central idea</li> <li>Evidence and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes insufficient or no evidence from the passage(s), <b>OR</b> only summarizes or paraphrases passage information</li> <li>Evidence and ideas are not developed adequately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>includes minimal or no evidence from the passage(s) and/or the evidence shows a misunderstanding of the passage</li> <li>minimal/no development</li> <li>Information is irrelevant, inaccurate, minimal, confusing.</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>Evidence of planning and logical order allows reader to easily move through the composition.</li> <li>Clear beginning, middle, and ending contribute sense of wholeness.</li> <li>effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Logical order allows reader to move through the composition.</li> <li>has a beginning and an ending</li> <li>transitions</li> </ul>	<ul style="list-style-type: none"> <li>attempt at organization</li> <li>digressions, repetition</li> <li>weak beginning and ending</li> <li>may lack transitions</li> </ul>	<ul style="list-style-type: none"> <li>random order</li> <li>no beginning or ending</li> <li>difficult for the reader to move through the response</li> </ul>

## STYLE: Word Choice, Sentence Fluency, and Voice

**Key Questions:** *Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>• precise</li> <li>• effective</li> <li>• vivid words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>• clear but less specific</li> <li>• includes some interesting words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>• generic</li> <li>• limited</li> <li>• repetitive</li> <li>• overused</li> </ul>	<ul style="list-style-type: none"> <li>• functional</li> <li>• simple (below grade level)</li> <li>• may be inappropriate to the task</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• fluid, very easy to follow, because of variety in length, structure, and beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• generally varied in length and structure</li> <li>• Most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• little or no variety in length and structure</li> <li>• Awkward sentences may affect the fluidity of the reading.</li> <li>• same beginnings</li> </ul>	<ul style="list-style-type: none"> <li>• simple sentences</li> <li>• no variety</li> <li>• Construction makes the response difficult to read.</li> </ul>
<b>VOICE (individual personality of the writing)</b>	<ul style="list-style-type: none"> <li>• compelling and engaging</li> </ul>	<ul style="list-style-type: none"> <li>• clear, but may not be particularly compelling</li> </ul>	<ul style="list-style-type: none"> <li>• weak and/or inconsistent voice</li> </ul>	<ul style="list-style-type: none"> <li>• no voice</li> <li>• Response is too brief to provide an adequate example of style; minimal attempt.</li> </ul>



## Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a fifth-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

## English Language Arts Test Specifications

Table 1.2 provides the test specifications for the grade 5 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

**Table 1.2: Grade 5 English Language Arts Test Specifications**

<b>Standards</b>	<b>Percentage of Total Points</b>
Standard 1	19
Standard 6	2
Standard 7	11
Standard 2	11
Standard 3	48
Standard 5	8
<b>Total</b>	<b>100</b>

Ninety-one 1-point multiple-choice items plus the 8-point Writing prompt equals a 99-point test.

## Description of the English Language Arts Test and GLEs Assessed

Louisiana’s English language arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course.

Most of the grade 5 standards, benchmarks, and GLEs are eligible for assessment on the grade 5 *iLEAP*. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *iLEAP*. GLE numbers 31, 44 and 46 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Most of the items on the NRT form for a given grade align with the GLEs for that grade. For example, most items on the grade 5 NRT survey battery align with the grade 5 GLEs. However, some items may align with GLEs at a lower grade or at a higher grade. In addition, there may be a few items on an NRT form that do not align with the GLEs at any grade because the NRT is developed for nationwide use. This information is important to keep in mind when preparing students for the *iLEAP* assessments because teachers should make sure they cover the GLEs at grade 5 but also review related GLEs in earlier grades since they may be assessed on the NRT portion of the *iLEAP* test.

For reporting purposes, a student receives two scores: an NRT score, such as percentile rank, and a CRT score/achievement level. The NRT score includes all items on the NRT form. The CRT score/achievement level includes the CRT items and only those items on the NRT survey battery or on the NRT core battery that align with GLEs at or below the grade level assessed.

Table 1.3 provides a list of GLEs to be taught and tested during the transition. The table identifies the GLEs and the corresponding CCSS alignment.

**Table 1.3: GLE Content to be Taught and Tested in 2012–13 and 2013–14**

GLE #	Grade-Level Expectation Text	Aligned CCSS #
1	Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., base words, roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using electronic and print dictionaries, thesauruses, glossaries</li> </ul>	L.5.4
2	Identify common abbreviations, symbols, acronyms, and multiple-meaning words	L.5.4
3	Identify the meanings of idioms and analogies	L.5.5
4	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	RI.3.4 L.3.6 L.4.6 RI.5.4 L.5.6

GLE #	Grade-Level Expectation Text	Aligned CCSS #
6	Identify and explain literary devices in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• how word choice and images appeal to the senses and suggest mood, tone, and style</li> <li>• foreshadowing</li> <li>• flashback</li> </ul>	RL.5.4
8	Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts	RI.5.3
10	Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses	RL.5.3 RL.5.9
12	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated and implied main ideas and supporting details for each</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation with reasonable justification</li> <li>• identifying literary devices</li> </ul>	RL.5.1 RI.5.1 RI.5.2 RL.5.2
14	Use technical information and other available resources (e.g., software programs, manuals) to solve problems	RI.5.7
17	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• thinking inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability</li> </ul>	RI.5.8 RI.5.7
18	Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> <li>• an established central idea</li> <li>• important ideas or events stated in sequential or chronological order</li> <li>• elaboration (e.g., fact, examples, specific details)</li> <li>• transitional words and phrases that unify points and ideas</li> <li>• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas</li> </ul>	W.5.1 W.5.2

GLE #	Grade-Level Expectation Text	Aligned CCSS #
20	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure</li> </ul>	L.5.3 W.5.4
21	Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., Writer’s Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology</li> </ul>	W.5.5 W.5.6
22	Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition	W.5.1 W.5.2
23	Use the various modes to write compositions, including: <ul style="list-style-type: none"> <li>• how-to essays</li> <li>• stories that incorporate dialogue, characters, plot, setting, and sensory details</li> </ul>	W.5.3
24	Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia	L.5.5 W.5.3
25	Write for various purposes, including: <ul style="list-style-type: none"> <li>• formal and informal letters that state a purpose, make requests, or give compliments</li> <li>• evaluations of media, such as films, performances, or field trips</li> <li>• explanations of stories and poems using retellings, examples, and text-based evidence</li> </ul>	W.4.9 W.5.9 W.5.1
26	Use standard English punctuation, including: <ul style="list-style-type: none"> <li>• parentheses and commas in direct quotations</li> <li>• commas to set off appositives and introductory phrases</li> <li>• use quotation marks around dialogue</li> </ul>	L.5.2
27	Capitalize the first and other important words in titles and proper nouns	L.5.2

GLE #	Grade-Level Expectation Text	Aligned CCSS #
28	<p>Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> <li>• varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory)</li> <li>• agreement of subjects and verbs in complex sentences</li> <li>• sentences without double negatives</li> <li>• correct sentence fragments and run-on sentences</li> </ul>	L.5.1
29	<p>Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> <li>• using same verb tense throughout when appropriate</li> <li>• selecting and using specific nouns, pronouns, and verbs for clarity</li> </ul>	L.5.1
30	<p>Spell high-frequency, commonly confused, frequently misspelled words correctly</p>	L.5.2
31	<p>Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings</p>	L.5.2
42	<p>Locate and select information using a variety of organizational features in grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> <li>• electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)</li> <li>• frequently accessed and bookmarked Web addresses</li> </ul>	RI.5.7 W.5.7 W.5.8
43	<p>Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic</li> </ul>	RI.5.9 W.5.7
44	<p>Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing</li> </ul>	W.5.8
45	<p>Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies</li> </ul>	W.5.7
46	<p>Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports</p>	W.5.6

GLE #	Grade-Level Expectation Text	Aligned CCSS #
47	Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> <li>• integrating quotations and citations</li> <li>• using endnotes</li> <li>• creating bibliographies and/or works cited lists</li> </ul>	W.5.8
48	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps	SL.5.2

## Sample Test Items: Grade 5 ELA

The sample passages and items that follow are similar in content and format to those that appear on the grade 5 *i*LEAP test. The Writing prompt below and the Using Information Resources questions are sample items representative of the criterion-referenced parts of the *i*LEAP test. These items align with state content standards and GLEs.

### Writing Prompt

The writing prompts on the transitional tests require students to read one or two passages and then write a composition that includes evidence from the text(s) in the response.

### Sample Writing Prompt

**Directions:** Read the passage about an important memory in a student’s life. As you read the passage, think about how Kia’s meeting with Ms. Faber affected her. Then use the passage to help you write a well-organized multiparagraph composition.

#### A Lasting Impression

Kia washed a test tube in the sink of the eleventh-grade science lab. As she placed the test tube upside down to dry, she smiled and thought about her plans to go to college and become a chemist. Then she remembered a special event.

When Kia was in fifth grade, her teacher announced that a guest would do a lesson for their class. This guest was a scientist named Ms. Faber, who walked into the room wearing a white laboratory jacket over her clothing and clear protective glasses on the top of her head. Kia had never seen anyone who looked like this before.

Ms. Faber asked the students to gather around a table. She handed out protective eyewear. Kia put on the glasses and stared at a black case sitting on the table. She noticed Ms. Faber looking at her. “Would you like to open the case?” Ms. Faber asked. Kia nodded and carefully opened it. Inside, several test tubes glistened in their plastic stands. She watched as Ms. Faber took out several small test tubes filled with baking powder and vinegar.

Ms. Faber said, “Today, we are going to do some simple experiments. As a chemist I study different types of substances and learn how they change and interact with each other.” Ms. Faber poured a little vinegar into one of the test tubes and asked, “Who would like to add a little baking soda?” Kia politely waited for someone else to volunteer, but when nobody did, she raised her hand. Ms. Faber smiled. Kia took a small amount of baking soda and dropped it into the vinegar. Bubbles started overflowing out of the test tube!

After several experiments, Ms. Faber said, “Some chemists make medicines; others create many different types of new products, such as household cleaners. It is hard work, but being a chemist is the best job in the world.”

During recess, Kia helped Ms. Faber clean up the table. Ms. Faber told Kia more about what it was like to be a chemist. When Kia went home after school, she announced that she was going to be a chemist.

Now, as she finished washing the test tubes in the high school chemistry lab, Kia smiled. She was very glad that Ms. Faber had come to her school when she was in fifth grade.

## Writing Topic

**Write a multiparagraph composition for your teacher that tells about someone or something that made a strong impression on you. Compare your experience to Kia's experience. Use details from the passage to help you explain your ideas.**

**As you write, follow the suggestions below.**

- ▶ Be sure your composition has a beginning, a middle, and an ending.
- ▶ Use details from the passage and include enough information so your teacher will understand your response.
- ▶ Be sure to write clearly.
- ▶ Check your writing for correct spelling, punctuation, and grammar.

### **Description:**

*This prompt measures a student's ability to write an expository composition. Other prompts at this grade level may ask students to write a story, describe something, or convince someone of their position.*



## Using Information Resources

This section of the test presents students with reference sources related to a single research topic. Students use the sources to answer a set of multiple-choice items similar to questions 1 through 5. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

### Sample Using Information Resources Materials and Items

**Introduction:** In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages xx and xx.

#### Research Topic: Skyscrapers

Suppose you want to find out more about skyscrapers for a report you are writing. Four different sources of information about skyscrapers are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Article from the Magazine *Kids Learning*  
“Skyscrapers” (page \_\_)

2. Excerpt from the Book *Buildings and How They Work*  
Some of the World’s Tallest Skyscrapers Chart (page \_\_)

3. Page from the Web Site Skyscrapers.org  
Interesting Facts about the Empire State Building (page \_\_)

4. Excerpts from the Book *The Wonderful World of Skyscrapers*  
a. Copyright Page (page \_\_)  
b. Table of Contents (page \_\_)

**Note:** Model bibliographic entries for different types of documents are on page \_\_.

**Directions:** Skim pages \_\_ through \_\_ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages \_\_ and \_\_. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Article from the Magazine *Kids Learning*  
“Skyscrapers”

*Kids Learning*

May 2004



## SKYSCRAPERS!

By Barbara Moss

### What Is a Skyscraper?

A skyscraper is a very tall city building. But not all tall buildings are skyscrapers. A tall building is a skyscraper only if it has a roof, walls, and a steel structure and is used by humans as a place to work or live. The floors in a skyscraper are called stories.

### Why Build Up?

That’s easy. First, there’s not a lot of available land in big cities. The land that is available is very expensive. By building up instead of across, a skyscraper that takes up only one or two blocks of city land can provide the same amount of space as several shorter buildings that require four or five blocks of city land.

### What Made Taller Skyscrapers Possible?

The two inventions that made it possible to build buildings that were taller and taller were structural steel frames and elevators.

**Structural Steel Frames** Instead of being held up by walls that would have to be very, very thick to hold up such tall buildings, skyscrapers are supported by steel frames. The walls “hang” from the outside of the steel frame.

**Elevators** Very tall buildings must have a way to quickly move people about. Elevators are important because they can take people from the bottom of a skyscraper to the top in just a few seconds.

### What’s Inside a Skyscraper?

Some skyscrapers are so big they are like small cities. They can include offices, shopping malls, libraries, restaurants, places of entertainment, and post offices. Some skyscrapers are so big they even have their own zip code!

### What Is the World’s Tallest Skyscraper?

Currently, the Taipei [*Tie pay*] 101 in Taiwan is the world’s tallest skyscraper. This building was completed in 2004. Taipei 101 also has the world’s fastest elevators. The elevators in this building can transport passengers from the first floor to the 89th floor in just 39 seconds. Wow! 89 floors in less than a minute!

Although the Taipei 101 holds the record for now, it may not be the tallest building for long. At this very moment, engineers around the world are working hard to build taller buildings and faster elevators. The sky’s the limit!

2. Excerpt from the Book *Buildings and How They Work*

## Some of the World's Tallest Skyscrapers Chart


Some of the world's tallest skyscrapers are shown below. Heights are measured from the sidewalk to the top of each building. Antennas or flagpoles are not included in the measurement.

### Some of the World's Tallest Skyscrapers

Building	Location	Stories	Height
Taipei 101	Taipei, Taiwan	101	1,670
Petronas Towers	Kuala Lumpur, Malaysia	88	1,483
Sears Tower	Chicago, Illinois	110	1,450
Jin Mao Building	Shanghai, China	88	1,380
Two International Finance Centre	Hong Kong	88	1,362
CITIC Plaza	Guangzhou, China	80	1,283
Shun Hing Square	Shenzhen, China	69	1,260
Empire State Building	New York, New York	102	1,250
Central Plaza	Hong Kong	78	1,227
Bank of China	Hong Kong	72	1,209
Emirates Tower One	Dubai, United Arab Emirates	54	1,165
Turtex Sky Tower	Kaohsiung, Taiwan	85	1,140
Aon Centre	Chicago, Illinois	80	1,136
John Hancock Center	Chicago, Illinois	100	1,127
Chrysler Building	New York, New York	77	1,023
Bank of America Plaza	Atlanta, Georgia	55	1,023
U.S. Bank Tower	Los Angeles, California	55	1,023

3. Page from the Web Site Skyscrapers.org  
**Interesting Facts about the Empire State Building**

**ADDRESS@** <http://www.Skyscrapers.org/EmpireStateBuilding.htm> **>>GO**



# SKYSCRAPERS.ORG

**SEARCH**  
by Location

**SEARCH**  
by Name

**SEARCH**  
by Size

**SEARCH**  
by Year Built

## Interesting Facts about the Empire State Building

If asked to name the most famous skyscraper in the world, many people would say the Empire State Building in New York City. Although it's not the tallest or even the most recent to be built, it is still one of the most well known of all skyscrapers. Here are some interesting facts about the Empire State Building.

- It took more than 3,000 workers a little more than a year to build.
- Its steel frames weigh 60,000 tons.
- Looking out from its observatory on a clear day, one can see 80 miles in all directions.
- It contains more than 10 million bricks; 6,000 windows; 70 miles of water pipes; 3,194,547 light bulbs; and more than 4,500 miles of electrical wire.
- It has 1,576 steps between the lobby and the 86th floor.
- It is the workplace for about 25,000 people. They move through the building using 73 elevators.
- For 41 years, it was the tallest skyscraper in the world.
- Each month it produces about 1,000 tons of garbage. That is the same as the weight of about 20 adult elephants.
- Each year it is visited by more than 3 million tourists.

[History of Skyscrapers](#)

[Construction Skyscrapers](#)

[in the News](#)

[Statistics](#)

[Empire State Building/Facts](#)

[Links to Skyscraper Web Sites](#)

**MORE >>**

4. Excerpt from the Book *The Wonderful World of Skyscrapers*  
**a. Copyright Page**

**Published by  
Porter Publishing  
155 Millennium Avenue  
Boston, Massachusetts 03888**

Library of Congress Cataloging-in-Publication Data  
Hollingsworth, Michael  
The Wonderful World of Skyscrapers  
I. Title.  
ISBN: 11-5555-33-6777

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Book design by Connor James

Manufactured in the United States of America

November 1999

4. Excerpt from the Book *The Wonderful World of Skyscrapers*  
**b. Table of Contents**

## Table of Contents

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## Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

### A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.  
(Author) (Title of work) (City) (Publisher) (Year)

### A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.  
(Authors) (Title of work) (City) (Publisher) (Year)

### An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.  
(Title of article) (Name of encyclopedia) (Year)

### A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.  
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

### A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.  
(Name of organization) (Title of work) (City) (Publisher) (Year)

**1** On which pages of the book *The Wonderful World of Skyscrapers* would you find information about the John Hancock Center in Chicago?

- A** Pages 42–44
- B** Pages 45–46
- C** Pages 50–51
- D** Pages 52–54

**Correct response: D**

*This item measures GLE 42: Locate and select information using a variety of organizational features in grade-appropriate resources.*

**2** To find information about the elevators in the Taipei 101 building, which resource would be most useful?

- A** “Skyscrapers” from the magazine *Kids Learning*
- B** The Some of the World’s Tallest Skyscrapers chart from the book *Buildings and How They Work*
- C** The table of contents from the book *The Wonderful World of Skyscrapers*
- D** The page from the Web site Skyscrapers.org

**Correct response: A**

*This item measures GLE 43: Locate and integrate information from grade-appropriate resources, including multiple printed texts and electronic sources for use in researching a topic.*



- 3 Look at the chart based on information on the page from the Web site Skyscrapers.org.

<b>History</b>	<b>Contents</b>	<b>People</b>
Was the tallest skyscraper for 41 years	Has 70 miles of water pipes	Visited by more than 3 million tourists each year

**Which information goes in the blank under the History column?**

- A** Built in about a year
- B** Workplace for 25,000 people
- C** Has steel frames that weigh 60,000 tons
- D** Generates 1,000 tons of garbage each month

**Correct response: A**

*This item measures GLE 45: Generate grade-appropriate research reports that include information presented in a variety of forms, including graphic organizers (e.g., outlines, timelines, charts, webs).*

**4** What is the acceptable bibliographic entry for the book *The Wonderful World of Skyscrapers*? Refer to the model bibliographic entries.

- A** Michael Hollingsworth: The Wonderful World of Skyscrapers. Boston: Porter Publishing, 1999.
- B** Hollingsworth, Michael. The Wonderful World of Skyscrapers. Boston: Porter Publishing, 1999.
- C** Michael Hollingsworth. “The Wonderful World of Skyscrapers.” Boston: Porter Publishing, 1999.
- D** Hollingsworth, Michael. “The Wonderful World of Skyscrapers.” Boston: Porter Publishing, 1999.

**Correct response: B**

*This item measures GLE 47: Give credit for borrowed information following acceptable-use policy, including creating bibliographies and/or works cited lists.*

**5** Which skyscraper located in Chicago, Illinois, has at least 100 stories and a height of more than 1,200 feet?

- A** Taipei 101
- B** Aon Centre
- C** Sears Tower
- D** John Hancock Center

**Correct response: C**

*This item measures GLE 48: Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps.*

### Sample NRT Items

Questions 6 through 27 are sample items representative of those used on the norm-referenced parts of the *iLEAP* test. The survey battery of the Iowa Tests of Basic Skills (*ITBS*) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 5, while some items address Louisiana GLEs at other grade levels. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

### Vocabulary

Each vocabulary item presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. *The vocabulary items measure GLE 1: Identify word meanings using a variety of strategies.*

### Sample Vocabulary Items

**6**     **Unravel the string**

- A** knot
- B** twist
- C** wind up
- D** straighten out

**Correct Response: D**

**7**     **A shout of glee**

- A** joy
- B** pride
- C** content
- D** surprise

**Correct Response: A**

## Reading

On the reading comprehension section, students read four passages and respond to several multiple-choice items.

### Sample Reading Comprehension Items

**Directions:** Questions 8 through 12 are based on the following passage.

An old man and his grandson were walking down a country road to town. The old man saw a piece of metal lying in the road.

“Pick up that piece of iron, Hans,” he said to the boy.

“Oh, Grandfather,” said the boy. “It’s just an old piece of junk, and it’s dirty.”

The old man said nothing. He stooped slowly and picked up the piece of iron. He put it in his pocket, and the two walked on.

Soon they reached the town. The old man sold the piece of iron for ten pieces of money. He bought a box of cherries with the money.

The old man and his grandson returned home by the same dusty road. The little boy was tired and thirsty. He walked slowly, a few steps behind his grandfather.

The old man noticed that the boy was tired. He let one of the cherries fall to the ground. The boy picked it up and ate it. The grandfather pretended not to notice. He dropped another cherry. The boy picked it up and ate it. The grandfather dropped another cherry and then another. Each time the boy picked up the fruit and ate it.

This went on until the cherries were gone. Then the old man turned and said to the boy, “If you had stooped once for the iron, you would not have had to stoop twenty times for the cherries.”

**8 Why did the cherries taste so good to the boy?**

- A** He liked cherries better than any other fruit.
- B** He thought he was stealing them from the old man.
- C** He had never tasted cherries.
- D** He was worn out and thirsty.

**Correct Response: D**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, making simple inferences and drawing conclusions.*

**9 Why didn't the boy pick up the iron?**

- A** He thought it had no value.
- B** He was ashamed of his grandfather.
- C** He thought it would be too heavy to carry.
- D** He did not want to take orders.

**Correct Response: A**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.*

**10 Why did the old man make the boy pick up the cherries one by one?**

- A** He wanted to punish the boy.
- B** He wanted to make the boy ashamed of his bad conduct.
- C** He wanted to teach the boy a lesson.
- D** He thought the boy was lazy and needed exercise.

**Correct Response: C**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated and implied main ideas and supporting details for each, making simple inferences and drawing conclusions.*

**11 Which best describes the old man?**

- A** He had a quick temper.
- B** He was cheerful and pleasant.
- C** He was a man of few words.
- D** He was impatient and demanding.

**Correct Response: C**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.*

**12 How did the old man most likely feel when the boy did not pick up the piece of iron?**

- A** Frightened
- B** Angry
- C** Pleased
- D** Disappointed

**Correct Response: D**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.*

**Directions:** Questions 13 through 17 are based on the following passage.

Many years ago an ornamental vine was brought to this country from the Orient. In the South, it grew very well. It made such a fine, shady screen for the front porch that almost everybody used it for this purpose. In fact, it wasn't long before people were calling the plant the "porch vine."

Then, in the 1920s, some scientists got interested in this plant, whose real name is kudzu. They noticed that it would grow almost anywhere in a warm climate. They also saw how quickly the other shoots sprouted. "Isn't there anything else we can use kudzu for?" they asked themselves.

The scientists began planting it in gullies to see if it would keep topsoil from being washed away in the heavy rains. "If it makes a good screen for the porch," they thought, "maybe it will make a good cover for the soil." And the plant did just that. Its long, trailing shoots spread over the ground quickly. At every joint it sent out roots that anchored the vines solidly into the ground. Then farmers discovered that cows liked to eat kudzu. They found it to be a very good plant for hay or pasture.

But the problem with kudzu is that it grows too well! Kudzu can also destroy valuable forests by preventing trees from getting sunlight. By 1972, kudzu was officially declared to be a weed, and some people wanted to change its name to the Vine That Ate the South!

**13 Which of these happened first?**

- A** Scientists experimented with kudzu as a cover crop.
- B** People in the South found that kudzu made a good porch screen.
- C** Farmers began using kudzu as feed for cows.
- D** Kudzu was planted on thousands of acres of land.

**Correct Response: B**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events.*

**14 Why is kudzu able to keep the soil from washing away?**

- A** The plant soaks up much of the rain water.
- B** The plant has very long roots.
- C** The plant sends out many shoots, each with its own roots.
- D** The plant has wide, flat leaves.

**Correct Response: C**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, making simple inferences and drawing conclusions.*

**15 What does paragraph 1 tell us?**

- A** How kudzu protects the soil
- B** What kudzu looks like
- C** How kudzu was first used in this country
- D** When kudzu was first brought to this country

**Correct Response: C**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information.*

**16 What is the best heading for paragraph 3?**

- A** “Growing habits of kudzu”
- B** “Conserving the soil”
- C** “Planting kudzu”
- D** “Discovering new uses for kudzu”

**Correct Response: D**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information, identifying stated and implied main ideas and supporting details for each.*



**17**    **What do many people think of kudzu today?**

- A** They think it's a pest.
- B** They are worried it won't survive.
- C** They like its many uses.
- D** They think it's pretty.

**Correct Response: A**

*This item measures GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated and implied main ideas and supporting details for each, making simple inferences and drawing conclusions.*

## Language

The Language test contains multiple-choice items with mistakes in spelling, capitalization, punctuation, and usage and expression.

### Sample Spelling Items

**Directions:** Questions 18 and 19 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

- 18**    **A** pocket  
          **B** emty  
          **C** mouth  
          **D** deer  
          **E** (No mistakes)

**Correct Response: B**

*This item measures GLE 30: Spell high-frequency, commonly confused, frequently misspelled words correctly.*

- 19**    **A** list  
          **B** found  
          **C** biger  
          **D** glass  
          **E** (No mistakes)

**Correct Response: C**

*This item measures GLE 30: Spell high-frequency, commonly confused, frequently misspelled words correctly.*

## Sample Capitalization and Punctuation Items

**Directions:** Questions 20 and 21 ask students to look for mistakes in capitalization. Questions 22 and 23 ask students to look for mistakes in punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 20**    **A** Our family always eats  
          **B** dinner in a restaurant when  
          **C** one of us has a birthday.  
          **D** (No mistakes)

**Correct Response: D**

*This item measures GLE 27: Capitalize the first and other important words in titles and proper nouns.*

- 21**    **A** The new ice cream store on  
          **B** sunrise avenue gave away  
          **C** free sodas when it opened.  
          **D** (No mistakes)

**Correct Response: B**

*This item measures GLE 27: Capitalize the first and other important words in titles and proper nouns.*

- 22**    **A** Mrs Williams showed my sister  
          **B** and me some pictures she  
          **C** took when we were babies.  
          **D** (No mistakes)

**Correct Response: A**

*This item measures grade 2 GLE 28: Use standard English punctuation, including periods in abbreviations.*

- 23**    **A** Karen my big sister picked only  
          **B** four quarts of strawberries. There  
          **C** wasn't time for us to pick more.  
          **D** (No mistakes)

**Correct Response: A**

*This item measures GLE 26: Use standard English punctuation, including commas to set off appositives and introductory phrases.*

## Sample Usage and Expression Items

**Directions:** Questions 24 and 25 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 24**    **A** Only Rachel, who is my best friend,  
          **B** and I knows the shortcut  
          **C** from school to downtown.  
          **D** (No mistakes)

**Correct Response: B**

*This item measures GLE 28: Write paragraphs and compositions following standard English structure and usage, including agreement of subjects and verbs in complex sentences.*

- 25**    **A** We were going home when  
          **B** we seen a raccoon near  
          **C** the parking lot dumpster.  
          **D** (No mistakes)

**Correct Response: B**

*This item measures GLE 29: Apply knowledge of parts of speech in writing, including using same verb tense throughout when appropriate.*

**Directions:** Questions 26 and 27 ask students to read a passage and look for mistakes in usage and expression. **Note that question 26 measures writing skills under standard 2. On the actual test, items that measure skills in standard 2 are reported with the score students receive on the writing prompt session of the test.**

Use the passage below to answer questions 26 and 27.

<sup>1</sup>It rained hard all day last Sunday. <sup>2</sup>The first one looked old. <sup>3</sup>All the pictures were black and white. <sup>4</sup>I didn't recognize anyone. <sup>5</sup>The women wore long, dark dresses the men had beards. <sup>6</sup>About halfway through the album, I found a picture of an old man. <sup>7</sup>Underneath his picture, someone had written "Jeremiah Nixon." <sup>8</sup>That was my great-grandfather's name. <sup>9</sup>Suddenly, the afternoon didn't seem so boring.

**26 Choose the best place to add the following sentence.**

After looking around for something to do, I found a box of old photograph albums.

- A** Before sentence 1
- B** Between sentences 1 and 2
- C** Between sentences 5 and 6
- D** Between sentences 6 and 7

**Correct Response: B**

*This item measures GLE 18: Write multiparagraph compositions on student- or teacher-selected topics organized with the following: an established central idea, important ideas or events stated in sequential or chronological order, elaboration, transitional words and phrases that unify points and ideas, and an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas.*

**27** What is the best way to write the underlined part of sentence 5?

- A** dresses, and the men had beards
- B** dresses, so the men had beards
- C** dresses, yet the men had beards
- D** (No change)

**Correct Response: A**

*This item measures GLE 28: Write paragraphs and compositions following standard English structure and usage, including varied sentence structures and types, agreement of subjects and verbs in complex sentences, sentences without double negatives, and correct sentence fragments and run-on sentences.*