

# Example Items

## RLA 6 ESL Beginner (Year 1)

**RLA 6 ESL Beginner (Year 1) Example Items** are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of the [Assessment website](https://assessment.dallasisd.org): <https://assessment.dallasisd.org>.

OR

(2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester  
2020–2021  
Code #: 5061

# EXAMPLE ITEMS RLA 6 ESL Beginner (Y1), Sem 1



Read the selection and choose the best answer for each question.

*adapted from* **Important People**

*by Michael Stahl*

- 1 The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty with so many students. The janitor sweeps and mops the floors to clean up the dirt.
- 2 The teacher is the person who runs the classroom. The teacher helps students learn about different topics and gives them homework. If students don't understand something, they can ask the teacher for help.
- 3 The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the person that parents call when they want to talk to someone about the school. The principal has high expectations for the students. The principal makes sure that learning is happening in the school.
- 4 American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the city or town. The mayor works with the people to fix the problems of the city or town. The mayor has a lot to do.

1

Read this dictionary entry.

**sweep** \swēp\ v.

**1.** pushing dirt off an area of the floor using a brush with a long handle **2.** moving from one place to another extremely quickly **3.** spreading events, ideas, or beliefs quickly from one place to another place **4.** searching through a place when looking for something that is hidden

Which definition of the word sweeps is used in paragraph 1?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

## EXAMPLE ITEMS RLA 6 ESL Beginner (Y1), Sem 1

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**2** In paragraph 3, the word expectations means —

- A** goals
- B** grades
- C** teachers
- D** questions

**3** Paragraph 4 is mainly about how the mayor —

- A** works with people to keep the school clean
- B** is in charge of all the schools in the city
- C** makes sure all children go to school
- D** leads the city and works to fix its problems

**4** The author organizes the essay by —

- A** describing what different jobs are like
- B** presenting a problem and a solution
- C** comparing and contrasting schools
- D** showing a cause and its effect

## EXAMPLE ITEMS RLA 6 ESL Beginner (Y1), Sem 1



Read the selection and choose the best answer for each question.

### No More Housework!

- 1 It is five o'clock in the evening when Renee Wagner comes home from work. She walks into the living room and looks at her three children who are watching TV. The children are 14, 13, and 9 years old.
- 2 The living room is as messy as a barn. There are empty glasses and dirty socks on the floor, and there are cookies on the sofa. Games and toys are everywhere.
- 3 Renee is angry because the house is a mess. She says, "I can't work all day and then do housework all evening. All you kids do is sit around and watch TV. That's what I'm going to do now, too. I'm not going to do housework. I'm going to watch TV when I get home from work."
- 4 Now, Renee doesn't do anything to take care of the house. She doesn't do the dishes after dinner. She doesn't dust, sweep or vacuum. She doesn't wash the children's clothes or clean the bathrooms. Every evening she sits on the sofa and watches TV.
- 5 After two weeks, every plate, fork, and glass in the house is dirty. All the children's clothes are dirty, too. Every garbage can is full. The house is a mess. Then, one day Renee comes home from work and gets a big surprise. The kitchen is clean. The children cleaned the kitchen!
- 6 The next day, the living room is clean, and the children are washing their clothes. Renee is very happy to see her kids working so hard. She tells them, "I am so proud of you all. I will start doing housework again, but you have to help me. We are all going to work together as a family."
- 7 Now Renee and her three children do the housework together. Then they all sit on the sofa and watch TV together.

5

Read this sentence from paragraph 2.

The living room is as messy as a barn.

The author uses figurative language in this sentence to show that the living room is —

- A decorated like a farmhouse
- B Renee's favorite room in the house
- C dirty and needs to be cleaned
- D where the children watch TV

## EXAMPLE ITEMS RLA 6 ESL Beginner (Y1), Sem 1

- 6 In paragraph 3, Renee is angry because the —
- A children broke the TV
  - B children let the dog out
  - C living room is clean
  - D house is not clean
- 7 Which paragraph from the story shows when the children begin to change?
- A Paragraph 4
  - B Paragraph 5
  - C Paragraph 6
  - D Paragraph 7
- 8 Based on the information in the selection, the author will most likely agree with which statement?
- A Children are not programmed to do house chores.
  - B Children can surprise you when they take responsibilities into their hands.
  - C Watching TV with mom instead of cleaning up is very productive.
  - D Watching the house get messy and disorganized is Renee’s dream.
- 9 What is the **best** summary of the selection?
- A Renee Wagner, a mother of three, comes home to see her children in the middle of a big mess. She decides she will not do any more housework. The kids refuse to clean and the mother gets angry. Finally, they decide to just watch TV together.
  - B Renee Wagner comes home to see her three children eating cookies and watching TV. She gets angry and decides she will no longer do housework. Over the next two weeks, all the dishes in the house are dirty.
  - C Renee Wagner, a mother of three, comes home to a messy house. She gets angry and decides she will no longer do housework. The mess grows over the next two weeks until one day, the children finally clean. After cleaning, the children agree to help their mother with housework.
  - D Renee Wagner’s house gets messier and messier until one day the kids clean everything while she is at work. Her three children eat cookies and watch TV until the mother decides she will not clean anymore.

## EXAMPLE ITEMS RLA 6 ESL Beginner (Y1), Sem 1



Use "Important People" and "No More Housework!" to answer the next question.

10 Which sentence from "No More Housework!" **best** matches the ideas in "Important People"?

- A *...I can't...do housework all evening..."*
- B *"...That's what I'm going to do now, too..."*
- C *"I am so proud of you all..."*
- D *"...We are all going to work together..."*

**EXAMPLE ITEMS RLA 6 ESL Beginner (Year 1) Key, Sem 1**

<b>Item#</b>	<b>Key</b>	<b>SE</b>	<b>SE Justification</b>
<b>1</b>	A	6.2A	Use print...to determine the meaning...pronunciation...and part of speech
<b>2</b>	A	6.2B	Use context...to clarify...the meaning of words
<b>3</b>	D	6.8Di	Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence
<b>4</b>	A	6.8Diii	Analyze characteristics and structural elements of informational text, including organizational patterns
<b>5</b>	C	6.9D	Describe how the author's use of figurative language...achieves specific purposes
<b>6</b>	D	6.5F	Make inferences
<b>7</b>	B	6.7C	Analyze plot elements, including...falling action
<b>8</b>	B	6.5H	Synthesize information to create new understanding
<b>9</b>	C	6.6D	Summarize...texts in ways that maintain meaning and logical order
<b>10</b>	D	6.5E	Make connections to...ideas in other texts