

Example Items

Reading LA 6 ESL Beginner (Year 1)

Reading LA 6 ESL Beginner (Y1) 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.

On the Example set and the ACP, Figure 19 SEs are bundled with the TEKS Strand for the genre of the passage tested. The items with bundled SEs on the Example set are representative of those on the ACP but may *not* be inclusive of all possible bundled SEs. The ACP Blueprint does show all Figure 19 bundled SEs assessed on the ACP. *Also, 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 Assessment.dallasisd.org.

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester

2017–2018

Code #: 5061

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



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

adapted from **"Who Has Seen the Wind?"**
by Christina Rossetti

Who has seen the happy wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

5 Who has seen the angry wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.

- 1** The author uses figurative language in line 5 to —
- A** compare the leaves and winds
 - B** present an exaggeration of the tress
 - C** suggest a person speaking
 - D** show the wind as a person with emotions
- 2** Which words tell us the poet is using personification to describe the wind?
- A** *Who has seen...*
 - B** *...the happy wind?*
 - C** *...when the leaves...*
 - D** *The wind is...*
- 3** The poet organizes the poem as she does in order to —
- A** emphasize how the trees move
 - B** explain how angry the wind is
 - C** describe how a person can know the wind is present when it can't be seen
 - D** show us that the wind is happy and angry when it passes through

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

4

Which line from the poem suggests that the trees are like humans?

- A *...bow down their heads*
- B *The wind is passing through.*
- C *Neither you nor I:*
- D *...when the leaves hang...*

5

What is the **best** summary of the entire poem?

- A Leaves tremble when they see the wind. The trees bow down when they see the wind.
- B No one can see the wind but we can see the things it moves.
- C The wind is happy, but only the trembling leaves can see the wind.
- D The wind is angry, but only the bowed-down trees can see the wind.

EXAMPLE ITEMS RLA 6 ESL Beginner (Year 1), 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 or town to fix the problems of the city or town. The mayor has a lot to do.

6

In paragraph 3, the word expectations means —

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

7

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

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

8

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

9

Which idea is found throughout the selection?

- A The teachers are in charge of schools.
- B The mayor has a lot to do.
- C Many people work to keep schools clean.
- D All jobs are important.

EXAMPLE ITEMS RLA 6 ESL Beginner (Year 1), 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 a mess. 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.

10

Which paragraph from the story shows when the children begin to change?

- A Paragraph 4
- B Paragraph 5
- C Paragraph 6
- D Paragraph 7

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

11

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 (Year 1) Key, Sem 1

Item#	Key	SE	SE Justification
1	D	6.8A	Explain how the author creates meaning through the use of figurative language.
2	B	6.4A	Explain how personification contributes to the meaning of a poem.
3	C	6.4 F19D [S]	Draw conclusions from text to support their understanding.
4	A	6.4A	Explain how personification contributes to the meaning of a poem.
5	B	6.6 F19E [R]	Draw conclusions from text to support their understanding.
6	A	6.2B	Use context...to determine...the meaning of an unfamiliar word.
7	D	6.10A	Summarize the main ideas and supporting details in text.
8	A	6.10C	Explain how different organizational patterns develop the author's viewpoint.
9	D	6.10D	Synthesize and make logical connections between ideas within a text.
10	B	6.6A	Summarize the elements of plot development in fiction.
11	C	6.6 F19E [R]	Summarize...texts in ways that maintain meaning and logical order within a text.