

# Example Items

## Reading LA 8 ESL Beginner (Y1)

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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](http://Assessment.dallasisd.org).

OR

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

First Semester

2018–2019

Code #: 5081

## EXAMPLE ITEMS RLA 8 ESL Beginner (Y1), Sem 1



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

### The Eagle

*by Alfred, Lord Tennyson*

He clasps the crag with  
crooked hands;  
Close to the sun in lonely  
lands,  
5 Ringed with the azure  
world, he stands.  
The wrinkled sea beneath  
him crawls;  
He watches from his  
10 mountain walls,  
And like a thunderbolt he  
falls.

1

Read lines 1 and 2 from the poem.

He clasps the crag with  
crooked hands;

The poet uses these lines to —

- A reveal how the eagle flies crooked
- B show how he grasps his prey
- C compares the eagle to a human being
- D add an exaggeration to the poem

2

The author begins and ends the poem bringing together the idea that the eagle —

- A watches the world from above
- B flies close to the sun to feel the heat
- C and humans have common human body parts such as hands
- D watches his hands, the sea, and the mountains

## EXAMPLE ITEMS RLA 8 ESL Beginner (Y1), Sem 1

3

Read lines 11 and 12 from the poem.

And like a thunderbolt he  
falls.

The poet uses a simile in lines 11 and 12 to reveal the eagle's —

- A sudden death
- B grace and speed
- C sadness and loneliness
- D natural instinct

4

The poet describes the eagle in a way that shows —

- A his love for birds and presents his opinion to the reader as he sees fit
- B the eagle's majestic power as a bird and his ability to live higher than other animals
- C his sadness about the fact that the eagle lives in lonely lands near the sun
- D the eagle's flight to his mountain walls does not allow him to see the world around him

5

Which is the **best** summary of the poem?

- A The eagle holds on tight when he flies over the sea to go stand on the sun to see what other animals around the world are doing.
- B Surrounded by other eagles, the eagle stands in the middle of the world waiting to see the wrinkled sea that runs beneath them.
- C The eagle watches from the top of his mountain and flies with his powerful wings leaving the world and oceans below.
- D Surrounded by nothing else, the eagle looks down from the sun to see if there are mountain walls that he can fly to watch the world.

## EXAMPLE ITEMS RLA 8 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 or town to fix the problems of the city or town. The mayor has a lot to do.

**6** 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

**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 8 ESL Beginner (Y1), Sem 1

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8

The reader can tell from this selection that —

- A principals do not understand how important teachers are
- B many janitors want to be teachers
- C people can work in the same place but have different jobs
- D the mayor sometimes works in a school



**Use “The Eagle” and “Important People” to answer the next question.**

9

How does the author’s purpose for writing in “The Eagle” differ from the poet’s purpose in “Important People”?

- A The poet explains the job of an eagle, while Stahl explains the jobs in a school.
- B The poet describes how an eagle flies, while Stahl describes how a school works.
- C The poet explains how to save the endangered eagle, while Stahl explains how to appreciate school.
- D The poet describes what an eagle does, while Stahl describes what people in a school do.

## EXAMPLE ITEMS RLA 8 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 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 sentence from the story **best** shows that Renee stopped doing housework?

- A *Renee is angry because the house is a mess.*
- B *"I can't work all day and then do housework all evening."*
- C *After two weeks, every plate, fork, and glass in the house is dirty.*
- D *"...I will start doing housework again, but you have to help me..."*

## EXAMPLE ITEMS RLA 8 ESL Beginner (Y1), Sem 1

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- 11** Which sentence shows the conflict in the story?
- A** Renee Wagner works until five o'clock in the evening.
  - B** Renee's three children do not do their homework.
  - C** Renee's children are messy and do not help with housework.
  - D** Renee does not wash the children's clothes.
- 12** Which word in paragraph 5 helps the reader understand the meaning of mess?
- A** *every*
  - B** *dirty*
  - C** *clothes*
  - D** *full*
- 13** 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 8 ESL Beginner (Year 1) Key, Sem 1**

<b>Item#</b>	<b>Key</b>	<b>SE</b>	<b>SE Justification</b>
<b>1</b>	C	8.4A	The purpose of the characteristics in the poem
<b>2</b>	A	8.10D	Synthesize and make logical connections between ideas within a text
<b>3</b>	B	8.8A	Explain the effect of similes in literary text
<b>4</b>	B	8.10 F19D [R]	Understand, make inferences by providing evidence from text to support their understanding
<b>5</b>	C	8.10 F19E [R]	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
<b>6</b>	A	8.10C	Draw conclusions about their organizational patterns
<b>7</b>	D	8.10A	Summarize...texts in ways that maintain meaning and logical order within a text
<b>8</b>	C	8.10 F19D [R]	Make complex inferences about text
<b>9</b>	D	F19F	Make intertextual links across texts
<b>10</b>	C	8.6 F19D [R]	Make complex inferences about text
<b>11</b>	C	8.6A	Analyze linear plot developments to determine whether and how conflicts are resolved
<b>12</b>	B	8.2B	Use context to determine the meaning of unfamiliar words
<b>13</b>	C	8.6 F19E [R]	Summarize...texts in ways that maintain and logical order within text