

Example Items

Grade 1 Reading

Grade 1 Reading 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 Assessment.dallasisd.org.

OR

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

First Semester
2017–2018
Code #: 2011

EXAMPLE ITEMS Grade 1 Reading, Sem 1

An Administrator Manual and a Student Booklet make up the Grade 1 Reading ACP. Throughout a majority of the assessment, the administrator reads from the manual and the students follow along in their booklet. For the phonics section of the test, the Administrator Manual contains the test questions and the Student Booklet only contains the answer choices. For the reading comprehension passages, the teacher reads one passage while the students listen and follow along in their booklet. The teacher reads the comprehension questions for the first passage, but the students read and choose the answers independently. For the second passage, the students read the passage and questions independently. The ACP also includes small icons next to each item number to help keep students on task.




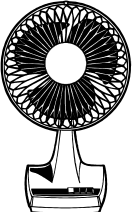
The Grade 1 Reading set of Example Items combines both the Administrator Manual and the Student Booklet so that teachers are aware of how the test is administered and how the students' booklet appears. Teachers are also encouraged to download the test blueprint as well as the K-2 ACP Blueprint Snapshot from the assessment website (assessment.dallasisd.org > ACPs > Blueprints/Charts Sem. 1 & 2) or **MyData Portal (Resources > Local Assessment > Blueprints).**

#1

Administrator Manual:

Put your finger on the **duck**. Listen as I say a word slowly: /f/ /r/ /o/ /g/. Fill in the circle under the word /f/ /r/ /o/ /g/.

Student Booklet:

	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
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EXAMPLE ITEMS Grade 1 Reading, Sem 1

#2

Administrator Manual:

Put your finger on the **bat**. Find the word **bat**. Fill in the circle under the word **bat**.

Student Booklet:


	bed <input type="radio"/>	bat <input type="radio"/>	bug <input type="radio"/>	big <input type="radio"/>
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#3

Administrator Manual:

Put your finger on the **truck**. Find the word **truck**. Fill in the circle under the word **truck**.

Student Booklet:

	trip <input type="radio"/>	twist <input type="radio"/>	truck <input type="radio"/>	twin <input type="radio"/>
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EXAMPLE ITEMS Grade 1 Reading, Sem 1

#4

Administrator Manual:

Put your finger on the **tub**. Fill in the circle under the word that matches the sounds /t.../ub/, /t.../ub/.

Student Booklet:

	toe <input type="radio"/>	ten <input type="radio"/>	tub <input type="radio"/>	rub <input type="radio"/>
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#5

Administrator Manual:

Read the words. Choose the word that says **when**. Fill in the circle under the word that says **when**.

Student Booklet:

water <input type="radio"/>	what <input type="radio"/>	then <input type="radio"/>	when <input type="radio"/>
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EXAMPLE ITEMS Grade 1 Reading, Sem 1

Administrator Manual:

I will read the story titled “**The Hen and the Fox**”. I will read the story two times. Please read along silently as I read it aloud. (After reading the story the second time.) Now I will read the questions, you read the answer choices and fill in the circle next to the best answer.

Student Booklet:



The Hen and the Fox



The hen lived on a farm. She made a nest in her pen. She laid her eggs in the nest. She took good care of her eggs. The fox was looking at her from the woods. He wanted to eat her eggs. He tried to get in her pen. When the hen saw the fox, she clucked and clucked so the farmer could hear her. The farmer ran to the pen yelling at the fox to get away. The fox ran back to the woods and did not get the eggs.

6. Why did the fox try to get in the pen?
- He wanted to eat the eggs.
 - He wanted to live on the farm.
 - He wanted to make a nest.

7. Who made a nest?

- the fox
- the hen
- the farmer

8. What does the word clucked mean?

- a funny face
- a small step
- a loud sound

9. Who helped the hen?



policeman



farmer



fox

10. What happened after the farmer ran to the pen?

- The hen laid her eggs.
- The fox looked at the hen.
- The fox ran away.

EXAMPLE ITEMS Grade 1 Reading Key, Sem 1

Item#	Key	SE	SE Justification
1	A	1.2D	Blend spoken phonemes to form one-syllable words, including consonant blends.
2	B	1.3Aii	Decode words in isolation by applying common letter-sound correspondences, including: (ii) single letters (vowels) including short a.
3	C	1.3Aiii	Decode words in isolation by applying common letter-sound correspondences, including: (iii) consonant blends.
4	C	1.3B	Combine sounds from letters and common spelling patterns to create recognizable words.
5	D	1.3H	Identify and read at least 100 high-frequency words.
6	A	1.9B	Describe characters in a story and the reasons for their actions.
7	B	1.4B	Locate facts and details about stories.
8	C	1.6C	Determine what words mean from how they are used in a sentence.
9	B	1.9A	Describe the plot (problem and solution).
10	C	F19E	Retell important events in stories in logical order.