

# Example Items

## Grade 2 Reading

**Grade 2 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](http://Assessment.dallasisd.org).

OR

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

First Semester  
2017–2018  
Code #: 2021

# EXAMPLE ITEMS Grade 2 Reading, Sem 1

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**An Administrator Manual and a Student Booklet make up the Grade 2 Reading ACP. For the phonics section of the test, the Administrator Manual contains the test questions and the Student Booklet contains only the answer choices. For reading comprehension, the students read the passages and questions independently.**

**The Grade 2 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](http://assessment.dallasisd.org) > ACPs > Blueprints/Charts Sem. 1 & 2 **or MyData Portal** (Resources > Local Assessment > Blueprints)).**

## #1

### Administrator Manual:

Look at #1. (Make sure every student is on the correct row.) Look at the four words. Fill in the oval next to the word **checkers**. Fill in the circle next to the word **checkers**.

### Student Booklet:

- |          |                       |          |
|----------|-----------------------|----------|
| <b>A</b> | <input type="radio"/> | checkers |
| <b>B</b> | <input type="radio"/> | chuckle  |
| <b>C</b> | <input type="radio"/> | crashing |
| <b>D</b> | <input type="radio"/> | crackers |

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#2

**Administrator Manual:**

Look at #2. (Make sure every student is on the correct row.) Look at the four words. Fill in the oval next to the correct contraction for the words **is not...is not**. Fill in the circle next to the correct contraction for the words **is not...is not**.

**Student Booklet:**

- |          |                       |       |
|----------|-----------------------|-------|
| <b>A</b> | <input type="radio"/> | I'm   |
| <b>B</b> | <input type="radio"/> | I've  |
| <b>C</b> | <input type="radio"/> | it'll |
| <b>D</b> | <input type="radio"/> | isn't |

#3

**Administrator Manual:**

Look at #3. (Make sure every student is on the correct row.) Look at the four words. Fill in the oval next to the word **because**. Fill in the circle next to the word **because**.

**Student Booklet:**

- |          |                       |         |
|----------|-----------------------|---------|
| <b>A</b> | <input type="radio"/> | behind  |
| <b>B</b> | <input type="radio"/> | become  |
| <b>C</b> | <input type="radio"/> | before  |
| <b>D</b> | <input type="radio"/> | because |

## EXAMPLE ITEMS Grade 2 Reading, Sem 1

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### Administrator Manual:

Read the story titled “**Animal Skin and Fur**” silently. Be sure to read the story carefully so you may be able to answer the questions. After you finish the story, read each question and all the answer choices. When you decide which is the correct answer, fill in the oval. Are there any questions? (*Pause.*) You may begin reading.

### Student Booklet:

#### **Animal Skin and Fur**

- 1 Animal skin and fur have different functions. The buffalo’s thick layer of fur helps him **endure** the cold. The porcupine’s sharp spines protect him from attacks. The lizard’s thick skin helps him survive in the dry desert. Camels live in the desert. Their fur keeps them warm at night and cool during the day.
- 2 Many animals that live in cold places have thick fur. It helps them maintain their temperature. The fur of the polar bear looks white, but it is transparent. Sunlight shines through the fur and heats the bear’s skin. Then the thick fur traps the heat. The giraffe has brown spots on his fur. These spots help him hide. Every animal has the skin or fur that it needs. The skin and fur help the animal survive in its habitat.

4. In paragraph 1, **endure** means to —

- A  protect
- B  survive
- C  live
- D  keep

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5. According to the text, how do the porcupine's sharp spines help him?

- A  They protect him from attacks.
- B  They shade him from the heat.
- C  They help him hide.
- D  They keep him warm.

6. Which animal in paragraph 1 can live in the same place as the camel?

- A  The buffalo
- B  The porcupine
- C  The lizard
- D  The giraffe

7. What happens **after** the sunlight heats the bear's skin?

- A  The animal survives.
- B  The fur traps the heat.
- C  The skin gets cold.
- D  The fur changes color.

## EXAMPLE ITEMS Grade 2 Reading, Sem 1

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### Administrator Manual:

Read the story titled “**The Time Machine**” silently. Be sure to read the story carefully so you may be able to answer the questions. After you finish the story, read each question and all the answer choices. When you decide which is the correct answer, fill in the oval. Are there any questions? (*Pause.*) You may begin reading.

### Student Booklet:

## The Time Machine



- 1 “So you’re telling me this is a time machine?” Eric asked. “Yes,” his Uncle Joseph replied. “I’ve been working on it for years here in my lab.” Eric looked around the lab. A bank of computers lined one of the walls. Metal shelves held bottles and jars filled with strange liquids. There was a big metal table in the middle of the room. There were wires and tiny machine parts scattered all over it. In the middle of the table was a silver box. The box had a small computer screen and keyboard on its face.
- 2 “All you do is type in the time you want to go to,” Uncle Joseph said. “The box will transport anyone within ten feet to that location.” “So you mean if you typed in yesterday’s date, it would send us back to yesterday?” Eric asked. Uncle Joseph nodded. “Yes. But it can do better than that. I could type in 150 million years BC, for example.”
- 3 He typed in the date on the keyboard. “Cool,” Eric said. “And then you just press this button?” Eric put his finger on the button. “Eric, no!” Uncle Joseph cried. But he was too late. Eric pressed the button. The room began to spin. When everything settled, they were no longer in the lab. Tall, green plants grew all around them. A volcano rose up in the distance. Then the ground began to rumble. A huge dinosaur stomped toward them! “Hey, a Brontosaurus!” Eric said. “Your time machine really works!”
8. What can you predict will happen by looking at the illustration?
- A  The boy will travel in time.
  - B  The boy will ride a bike.
  - C  The boy will ride a go-cart.
  - D  The boy will read a book.

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9. What word **BEST** describes Uncle Joseph?

- A  Boring
- B  Friendly
- C  Inventive
- D  Grumpy

**EXAMPLE ITEMS Grade 2 Reading Key, Sem 1**

| <b>Item#</b> | <b>Key</b> | <b>SE</b> | <b>SE Justification</b>   |
|--------------|------------|-----------|---|
| <b>1</b>     | A          | 2.2Aiii   | Decode multisyllabic words independent of context by applying common letter-sound correspondences including: (iii) consonant digraphs (e.g., ck). |
| <b>2</b>     | D          | 2.2F      | Identify and read contractions.   |
| <b>3</b>     | D          | 2.2G      | Identify and read at least 300 high-frequency words from a commonly used list.  |
| <b>4</b>     | B          | 2.5B      | Use context to determine the relevant meaning of unfamiliar words.  |
| <b>5</b>     | A          | 2.3B      | Locate facts and details about stories and support answers with evidence from text.   |
| <b>6</b>     | C          | F19D      | Make inferences about text using textual evidence to support understanding.   |
| <b>7</b>     | B          | F19E      | Retell important events in stories in logical order.  |
| <b>8</b>     | A          | 2.3A      | Use ideas (e.g., illustrations) to make predictions.  |
| <b>9</b>     | C          | 2.9B      | Describe main characters in works of fiction, including their traits.   |