

## Grade 6 English Language Arts Computer-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

Item Number	Answer Key	Total Points	Reporting Category	Standard												
1	C	1	Reading	1												
2	D	1	Reading	3												
3	C	1	Reading	5												
4	A	1	Reading	4												
5	B	1	Reading	7												
6	B	1	Language	4												
7	Part A: C Part B: A	2*	Reading	1												
8	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Main Idea</th> <th style="width: 15%; text-align: center;">Supporting Detail</th> </tr> </thead> <tbody> <tr> <td>"Something about this bird was exceptional; he seemed to possess some extraordinary combination of physical toughness, navigational skill, judgment, and luck." (paragraph 6)</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>"After recording B95's measurements, Allan Baker handed him carefully to Patricia González." (paragraph 13)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>"About 25 percent of the birds are juveniles, with yellow legs and white crescents beneath gray feathers." (paragraph 19)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table>		Main Idea	Supporting Detail	"Something about this bird was exceptional; he seemed to possess some extraordinary combination of physical toughness, navigational skill, judgment, and luck." (paragraph 6)	<input checked="" type="radio"/>	<input type="radio"/>	"After recording B95's measurements, Allan Baker handed him carefully to Patricia González." (paragraph 13)	<input type="radio"/>	<input checked="" type="radio"/>	"About 25 percent of the birds are juveniles, with yellow legs and white crescents beneath gray feathers." (paragraph 19)	<input type="radio"/>	<input checked="" type="radio"/>	2*	Reading	2
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9	<i>See Rubric</i>	8	Writing Language	2,4 1,2,3												
10	C	1	Reading	1												
11	B	1	Reading	3												
12	A	1	Reading	9												
13	D	1	Language	4												
14	<i>See Rubric</i>	8	Writing Language	2,4 1,2,3												

\*For two-point items, partial credit may be given.

**Scoring rubric for Grade 6 Practice Test Items #9 and #14: Essay**

<b>Idea Development</b>	
<ul style="list-style-type: none"> <li>• <b>QUALITY AND DEVELOPMENT OF CENTRAL IDEA *</b></li> <li>• <b>SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS *</b></li> <li>• <b>ORGANIZATION</b></li> <li>• <b>EXPRESSION OF IDEAS</b></li> <li>• <b>AWARENESS OF TASK AND MODE</b></li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Central idea is insightful and fully developed</li> <li>• Skillful selection and explanation of evidence and/or details</li> <li>• Skillful and/or subtle organization</li> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Central idea is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Central idea is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Central idea is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.</li> </ul>

\*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

<b>Standard English Conventions</b>	
<ul style="list-style-type: none"> <li>• <b>SENTENCE STRUCTURE</b></li> <li>• <b>GRAMMAR, USAGE, AND MECHANICS</b></li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.</li> </ul>