

Chapter 1: *i*LEAP English Language Arts, Grade 6

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 6. Test specifications, sample test questions, and scoring rubrics are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two are administered on the second day.

Day One

Part 1: Writing
Part 2: Using Information Resources

Day Two

Part 3: Reading
Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills® (ITBS). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

Item Types

The ELA test has ninety-six (96) multiple-choice items and one writing prompt.

The multiple-choice items consist of an interrogatory stem and four or five answer options. These items assess a student's knowledge and conceptual understanding, and responses will be scored 1 if correct and 0 if incorrect.

In the Writing section of the assessment, students develop a composition in response to a specific topic, or writing prompt. Administration procedures for the Writing test require students to draft and edit the composition in the test booklet and write the final draft in the answer folder. The composition is scored according to Louisiana's writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

The NRT Component

The ITBS survey battery is the NRT component of the *i*LEAP ELA assessment. Sample questions that show what the questions are like and show how to mark answers are provided at the beginning of each subtest. This part of the assessment measures standards 1, 2, 3, 6, and 7.

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school’s curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 6 presents the testing times and the number of questions for each subtest.

Table 6: Grade 6 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	13
Reading Comprehension	25	21
Language		
Spelling, Capitalization, Punctuation, Usage and Expression	30	54
Total	60	88

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

Reading

Vocabulary

Each vocabulary question presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension

The reading comprehension section includes passages that vary in length from a few lines to a full page. The passages are drawn from fiction, fables, tales, poetry, interviews, diaries, biographical sketches, science and social studies materials, and other nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter and of high interest.

At grade 6, there are thirty-four (34) multiple-choice questions in the Reading test. The distribution across all items is 65 percent for standard 1, 9 percent for standard 6, and 26 percent for standard 7. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

Language

The Language test contains multiple-choice questions about spelling, capitalization, punctuation, and usage and expression.

Spelling

Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

Capitalization

Capitalization questions present undercapitalization and overcapitalization errors in three contextual lines. Students identify the line of text containing an error, or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

Punctuation questions present underpunctuation and overpunctuation errors in three contextual lines. Students identify the line of writing in which an error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, colons, and semicolons is tested.

Usage and Expression

Usage questions and expression questions contain one or two sentences arranged in three lines. For usage, students must identify the line containing usage errors, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s content standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material. This component of *iLEAP* measures aspects of standards 2 and 5.

Standard 2 (Writing)

Students write competently for a variety of purposes and audiences.

Standard 5 (Using Information Resources)

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Writing

This part of the assessment asks students to write a composition in response to a writing prompt. At grade 6, the mode of writing will be narrative or expository. The Writing test is **untimed**, but students should be given a minimum of one hour to plan, write, and check their work. Students are allowed to use dictionaries and thesauruses for the Writing test.

Students are directed to focus attention on the:

- purpose and focus of the composition,
- intended audience,
- recommended length of the composition, and
- important elements that will be considered in evaluating the composition.

Students also are given a Writer’s Checklist to consult as a reference. Because of the heavy emphasis of standard 3 (conventions of writing) on the survey battery, student compositions will be scored only for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a sixth-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

Scoring Information for Writing

Student compositions are scored from 2 to 8 points, according to Louisiana’s scoring rubric for Writing, in the dimensions of Composing and Style/Audience Awareness.

Dimension	Possible Points
Composing	4 (1 to 4 pt. scale)
Style/Audience Awareness	4 (1 to 4 pt. scale)

Each student composition is scored by two readers, with scores averaged for each dimension. For example:

Dimension	Reader 1	Reader 2	Average
Composing	3	4	3.5
Style/Audience Awareness	2	2	2
Total Score			5.5

Louisiana Scoring Rubric for Writing

The general rubric used to score both dimensions of Writing is:

4	The writer demonstrates consistent , though not necessarily perfect, control of almost all of the dimension’s features.
3	The writer demonstrates reasonable , but not consistent, control of most of the dimension’s features indicating some weakness in the dimension.
2	The writer demonstrates enough inconsistent control of several features to indicate significant weakness in the dimension.
1	The writer demonstrates little or no control of most of the dimension’s features.

Control is the ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each dimension. Specific features within the dimensions follow.

The Composing dimension includes the focusing, supporting, and structuring that a writer does to construct an effective message for a reader. The writer crafts that message by focusing on a central idea, providing elaboration of ideas to support the central idea, and delivering the central idea and its support in a unified, organized text.

Score Points	Central Idea	Elaboration	Organization and Unity
4 Consistent Control	<ul style="list-style-type: none"> • sharp focus • clarity of purpose • strategy (preplanning and foreshadowing) 	<ul style="list-style-type: none"> • selected information • thorough elaboration • ideas are developed (examples) • necessary information • specific details 	<ul style="list-style-type: none"> • wholeness throughout • ideas related to central idea • beginning, middle, end • logical order • transitions • sense of completion
3 Reasonable Control	<ul style="list-style-type: none"> • clear central idea • clear focus 	<ul style="list-style-type: none"> • ideas are developed • necessary information • relevant • may have uneven development 	<ul style="list-style-type: none"> • beginning, middle, end • logical order • simple transitions • wholeness (may have a weak ending)
2 Inconsistent Control	<ul style="list-style-type: none"> • vague central idea • shifts in focus • digressions 	<ul style="list-style-type: none"> • listing • information may be superficial, incomplete, and/or irrelevant • idea clusters • little or uneven development 	<ul style="list-style-type: none"> • weak beginning, middle, end • retreats and/or repetitions • gaps • random order • no ending
1 Little or No Control	<ul style="list-style-type: none"> • unclear central idea • confusion 	<ul style="list-style-type: none"> • automatic writing without selection • relevant information missed • little or no development • minimal information 	<ul style="list-style-type: none"> • no beginning or end • severe gaps • random order • too little to demonstrate

The **Style/Audience Awareness dimension** comprises features of linguistic expression: how a writer purposefully shapes and controls language to affect readers. This dimension focuses on the expressiveness, specificity, rhythm of the piece, and on the writer’s presence or voice.

Score Point	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
4 Consistent Control	<ul style="list-style-type: none"> • word choice is appropriate, relevant, vivid, power verbs • stylistic techniques (imagery, similes) 	<ul style="list-style-type: none"> • selected for relevance and/or impact • vivid examples or anecdotes • appropriate to audience • manipulates audience (humor) 	<ul style="list-style-type: none"> • some variety in structure (beginnings, endings), complexity, length 	<ul style="list-style-type: none"> • consistent, clear, vibrant tone and voice • individual personality • engages and/or manipulates audience
3 Reasonable Control	<ul style="list-style-type: none"> • clear • appropriate • relevant • some variety 	<ul style="list-style-type: none"> • some selected information • some examples • appropriate to audience 	<ul style="list-style-type: none"> • some variety in structure and/or complexity and/or length • And, But beginnings 	<ul style="list-style-type: none"> • consistent tone • aware of audience • clear voice
2 Inconsistent Control	<ul style="list-style-type: none"> • generic • overused • some may be inappropriate • wrong word 	<ul style="list-style-type: none"> • contradictions • bare bones • lists information • irrelevant • superficial 	<ul style="list-style-type: none"> • sentence patterns • simple sentences • over-extended sentences • And, But beginnings 	<ul style="list-style-type: none"> • vague • weak awareness of audience • inappropriate • monotonous inconsistent tone
1 Little or No Control	<ul style="list-style-type: none"> • functional • inappropriate • wrong word • omission errors 	<ul style="list-style-type: none"> • automatic writing • too little information • inappropriate abrupt change from central idea 	<ul style="list-style-type: none"> • simple • patterns • on and on 	<ul style="list-style-type: none"> • confusing • absent • no awareness of audience • unengaged

English Language Arts Test Specifications

Table 7 provides the test specifications for the grade 6 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 7: Grade 6 ELA Test Specifications

Standards	% of Total Points
Standard 1	21
Standard 6	3
Standard 7	9
Standard 2	13
Standard 3	46
Standard 5	8
Total	100

Ninety-six 1-point MC items plus the 8-point Writing prompt equals a 104-point test.

Standards, Benchmarks, and GLEs Assessed

Louisiana’s English Language Arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need. For example, the prekindergarten GLE “participate in group-shared writing experiences that include rhyming and descriptive words” begins the development of the concept “recognizing and applying literary devices.” In subsequent grades, GLEs build on this foundational literary concept.

Most of the grade 6 standards, benchmarks, and GLEs are eligible for assessment on the grade 6 *iLEAP*. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *iLEAP*. GLE numbers 30, 43, 44, and 46 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Explanation of Codes:

GLEs are numbered consecutively at each grade level and grouped according to standard.

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are **not** assessed on *iLEAP*.

Standard 5 relates to research skills.

ELA codes are arranged by content area, standard number, grade cluster (E, M, H), benchmark number, and GLE number. The first part of the code is always ELA. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number. The fourth part indicates the GLE number. Table 8 provides three examples of ELA codes.

Table 8: Examples of English Language Arts Codes

Code	Translation
ELA-1-E4-GLE 5	English Language Arts, Standard 1, Elementary, Benchmark 4, GLE 5
ELA-4-M1-GLE 32	English Language Arts, Standard 4, Middle School, Benchmark 1, GLE 32
ELA-3-H4-GLE 25	English Language Arts, Standard 3, High School, Benchmark 3, GLE 25

The following chart presents **all** grade 6 ELA standards, benchmarks, and GLEs.

GRADE 6
ENGLISH LANGUAGE ARTS STANDARDS, BENCHMARKS, AND GLEs

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
ELA-1-M1: using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)	<ol style="list-style-type: none"> 1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> • using context clues (e.g., definition restatement, example, contrast) • using structural analysis (e.g., roots, affixes) • determining word origins (etymology) • using knowledge of idioms • explaining word analogies (ELA-1-M1) 2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1) 3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1)
ELA-1-M2: interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection	<ol style="list-style-type: none"> 4. Identify and explain story elements, including: <ul style="list-style-type: none"> • theme development • character development • relationship of word choice and mood • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2) 5. Identify and explain literary and sound devices, including: <ul style="list-style-type: none"> • foreshadowing • flashback • imagery • onomatopoeia (ELA-1-M2)
ELA-1-M3: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500–1,000 words)	<ol style="list-style-type: none"> 6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> • comic strips • editorial cartoons • speeches (ELA-1-M3)
ELA-1-M4: interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	<ol style="list-style-type: none"> 7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4)

ELA-1-M5: adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	
Standard Six: Students read, analyze, and respond to literature as a record of life experiences.	
Benchmarks	Grade-Level Expectations
ELA-6-M1: comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)
ELA-6-M2: identifying, comparing, and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (e.g., novels, drama)	9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2)
ELA-6-M3: classifying and interpreting various genres according to their unique characteristics	10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> • fiction (e.g., myths, historical fiction) • nonfiction (e.g., newspaper articles, magazine articles) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) (ELA-6-M3)
Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.	
Benchmarks	Grade-Level Expectations
ELA-7-M1: using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and supporting details • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA-7-M1)

<p>ELA-7-M2: using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts</p>	<p>12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>13. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)</p>
<p>ELA-7-M3: interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective)</p>	<p>14. Analyze an author’s stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)</p> <p>15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author’s viewpoint (perspective) in texts (ELA-7-M3)</p>
<p>ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts</p>	<p>16. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability (ELA-7-M4)
<p>Standard Two: Students write competently for a variety of purposes and audiences.</p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>ELA-2-M1: writing multi-paragraph compositions (150–200 words) that clearly imply a central idea with supporting details in a logical, sequential order</p>	<p>17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> • an established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1) <p>18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>

<p>ELA-2-M2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions</p>	<p>19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2)
<p>ELA-2-M3: identifying and applying the steps of the writing process</p>	<p>20. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer, teacher) • revising based on feedback and use of various tools (e.g., Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3)
<p>ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)</p>	<p>21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</p> <p>22. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> • comparison/contrast • essays based on a stated opinion (ELA-2-M4)
<p>ELA-2-M5: identifying and applying literary devices (e.g., symbolism, dialogue)</p>	<p>23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)</p>
<p>ELA-2-M6: writing as a response to texts and life experiences (e.g., personal and business letters)</p>	<p>24. Write for various purposes, including:</p> <ul style="list-style-type: none"> • business letters that include a heading, inside address, salutation, body, and signature • evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons • text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	
Benchmarks	Grade-Level Expectations
ELA-3-M1: writing fluidly and legibly in cursive or printed form	
ELA-3-M2: demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	<p>25. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> • hyphens to separate syllables of words and compound adjectives • commas and coordinating conjunctions to separate independent clauses in compound sentences • colons after salutation in business letters (ELA-3-M2) <p>26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)</p>
ELA-3-M3: demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	<p>27. Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> • possessive forms of singular and plural nouns and pronouns • regular and irregular verb tenses • homophones (ELA-3-M3)
ELA-3-M4 demonstrating understanding of the parts of speech to make choices for writing	<p>28. Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> • prepositional phrases • interjections for emphasis • conjunctions and transitions to connect ideas (ELA-3-M4)
ELA-3-M5: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	<p>29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)</p> <p>30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)</p>
Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.	
Benchmarks	Grade-Level Expectations
ELA-4-M1: speaking intelligibly, using standard English pronunciation and diction	<p>31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p> <p>32. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</p>

<p>ELA-4-M2: giving and following directions/procedures</p>	<p>33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)</p> <p>34. State oral directions/procedures for tasks (ELA-4-M2)</p>
<p>ELA-4-M3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations</p>	<p>35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)</p> <p>36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)</p>
<p>ELA-4-M4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>	<p>37. Demonstrate active listening strategies for various purposes, including:</p> <ul style="list-style-type: none"> • viewing a video to interpret the meaning of the story, to determine the speaker’s/character’s attitude using verbal and nonverbal cues, and to draw conclusions about the presentation • summarizing the main points of a speaker’s message, including supporting details and their significance (ELA-4-M4) <p>38. Deliver oral presentations and responses, including:</p> <ul style="list-style-type: none"> • a research-based presentation • formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)
<p>ELA-4-M5: listening and responding to a wide variety of media</p>	<p>39. Evaluate media for various purposes, including:</p> <ul style="list-style-type: none"> • text structure • images/sensory details • support for main position • background information • opinions vs. facts • sequence of ideas and organization (ELA-4-M5)
<p>ELA-4-M6: participating in a variety of roles in group discussions (e.g., facilitator, recorder)</p>	<p>40. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks	Grade-Level Expectations
<p>ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)</p>	<p>41. Locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, email addresses) (ELA-5-M1)
<p>ELA-5-M2: integrating information sources</p>	<p>42. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2) <p>43. Identify sources as primary and secondary to determine credibility of information (ELA-5-M2)</p>
<p>ELA-5-M3: locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics</p>	<p>44. Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing (ELA-5-M3) <p>45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • bibliographies (ELA-5-M3)
<p>ELA-5-M4: using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)</p>	<p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4)</p>

<p>ELA-5-M5: citing references using various formats (e.g., endnotes, annotated bibliographies)</p>	<p>47. Give credit for borrowed information following acceptable-use policy, including:</p> <ul style="list-style-type: none"> • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists (ELA-5-M5)
<p>ELA-5-M6: identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)</p>	<p>48. Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)</p>

Sample Test Items: Grade 6 English Language Arts

The prompts, resource materials, reading passages, and items below are representative of prompts, questions, and passages that will appear on actual tests.

Writing Prompts

Below are two writing topics similar to topics that will appear on an *iLEAP* English Language Arts test. One is an expository prompt and one is a narrative prompt.

Sample Writing Prompt A

Read the topic in the box below and write a well-organized multiparagraph composition of about 125 to 175 words. Be sure to follow the suggestions listed under the box.

Imagine you wake up one morning with wings, which you will have for twenty-four hours. Write a composition for your classmates about what you would do if that happened.

Before you begin to write, think about what would happen if you had wings. What would you do first? What could you do that you wouldn't normally be able to do?

Now write a multiparagraph composition about what happens when you have wings for twenty-four hours.

- Remember your audience is your classmates; use appropriate language.
- Give specific details and enough information so your readers will understand what happened.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt assesses a student's ability to write in narrative mode. Other prompts may invite students to write in expository mode and may take the form of essays or letters.

Sample Writing Prompt B

Read the topic in the box below and write a well-organized multiparagraph composition of about 125 to 175 words. Be sure to follow the suggestions listed under the box.

Working as a team with other people to achieve a goal lets you see the skills needed to be a good team member. Your teacher has asked you to write a composition about what makes a good team member.

Before you begin to write, think about a person you worked with on a team at school, at home, or in your community. What about this person made him or her a good team member?

Now write a multiparagraph composition explaining what you think makes a person a good team member.

- Remember your audience is your teacher; use appropriate language.
- Give enough information so your reader will understand your explanation.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write in expository mode. Other prompts may invite students to write in narrative mode and may take the form of essays or letters.

Using Information Resources

Below is a set of reference sources that is representative of the types of materials that may be included in this section of the *iLEAP* English Language Arts test. All reference sources will be related to a single research topic, and students will use the sources to answer a set of multiple-choice questions. Questions 1 through 5 following these reference sources are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Sample Using Information Resources Materials and Questions

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages ___ and ___.

Research Topic: Biomes

Suppose you want to find out more about biomes for a report you are writing. Four different sources of information about biomes are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Excerpts from the Book *All about Biomes*
 - a. Copyright Page (page ___)
 - b. Major World Biomes Chart (page ___)
 - c. Index (page ___)

2. Results of a Search Using FindIt.net Biomes (page ___)

3. Article from the Magazine *Science for Today's Kids*
"World Watch: The Alpine Biome" (page ___)

4. Excerpt from the Book *The World of Biology*
Three World Biomes Map (page ___)

Note: Models of bibliographic entries for different types of documents are on page ___.

Directions: Skim pages ___ through ___ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages ___ and ___. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Excerpt from the Book *All about Biomes*
a. Copyright Page

Published by William Morrow Press

Copyright © 1994 by Grace Rogers

All rights reserved. No part of this book may be reproduced in any form or by any means without written permission of the publisher. Published in the United States by William Morrow Press, Chicago, IL.

Library of Congress Cataloging-in-Publication Data Rogers, Grace All about Biomes I. Title. ISBN: 12-4444-77-5693

Printed in the United States of America August 1994

Cover art by Marilyn Atkins

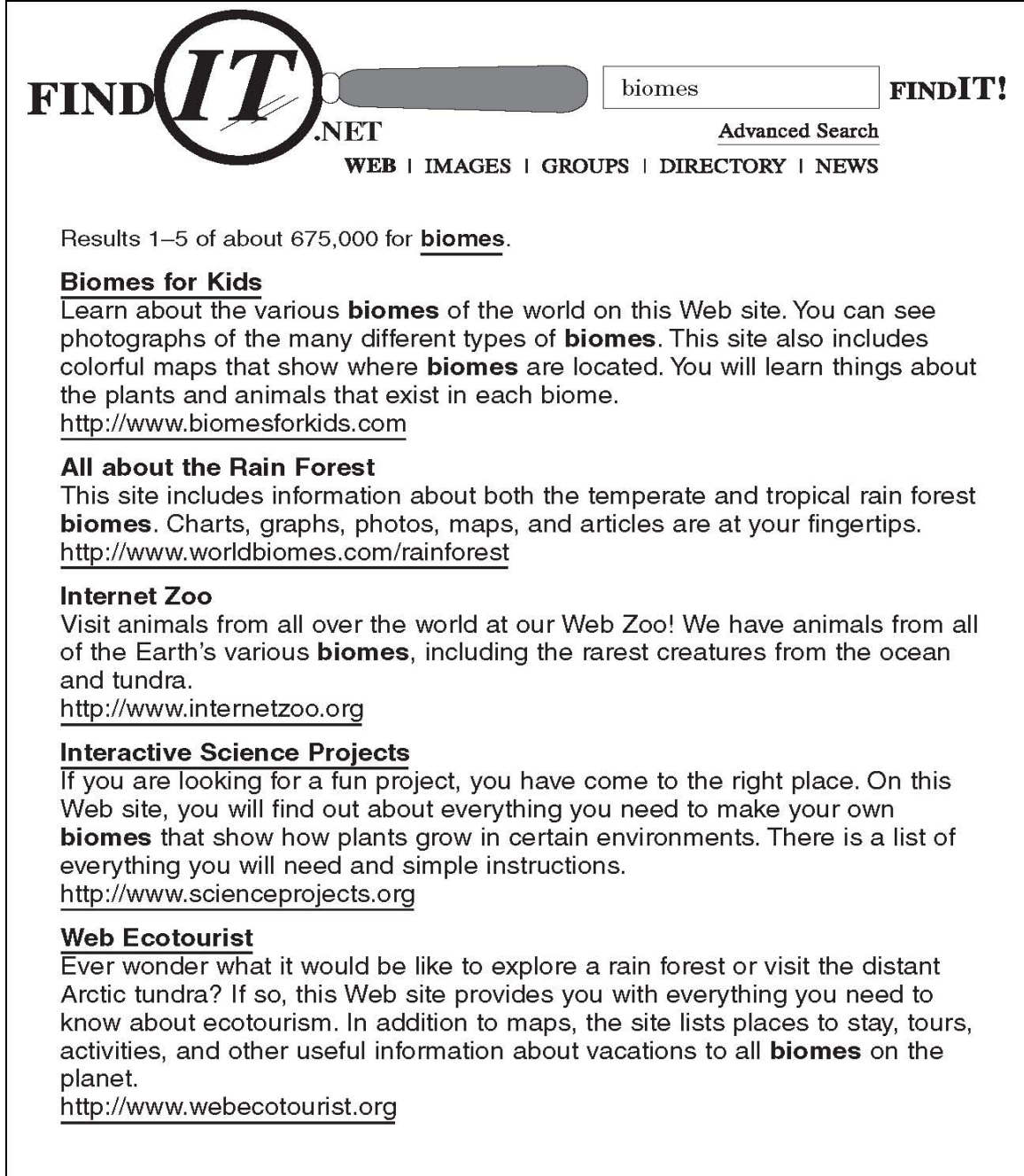
1. Excerpt from the Book *All about Biomes*
b. Major World Biomes Chart

Major World Biomes				
Biome	Example	Temperature	Precipitation	Vegetation
Coniferous Forest	Beaverlodge, Alberta, Canada	-40°C to 20°C; average summer temperature of 10°C	300 to 900 millimeters of rain per year	Coniferous, mainly evergreen trees (trees that produce cones and needles; some needles remain on the trees all year long)
Temperate Deciduous Forest	Staunton, Virginia, United States	-30°C to 30°C; yearly average of 10°C; hot summer, cold winter	750 to 1,500 millimeters of rain per year	Broadleaf trees (oaks, maples, beeches), shrubs, perennial herbs, mosses
Desert	El-Qasr el-Akhdar, Egypt	Average of 38°C in the day, -3.9°C at night	About 250 millimeters of rain per year	Cacti, small bushes, short grasses
Grassland	Ingeniera White, Argentina	Dependent on latitude, yearly range of -20°C to 30°C	About 500 to 900 millimeters of rain per year	Grasses (prairie clover, salvia, oats, wheat, barley, coneflowers)
Rain Forest	Campa Pita, Belize	20°C to 25°C must remain warm and frost-free	2,000 to 10,000 millimeters of rain per year	Vines, palm trees, orchids, ferns
Shrubland	Middelburg, South Africa	Hot, dry summer, cool, moist winter	200 to 1,000 millimeters of rain per year	Aromatic herbs (sage, rosemary, thyme, oregano), shrubs, acacia, chamise, grasses
Tundra	Yakutsk, Russia	-40°C to 18°C	150 to 250 millimeters of rain per year	Almost no trees because of short growing season and permafrost; lichens, mosses, grasses, sedges, shrubs

1. Excerpt from the Book *All about Biomes*
c. Index

Index		
Page numbers in bold contain photos, pictures, or diagrams.		
<p>A adaptation 8 algae 24 annuals 33</p> <p>B basin 43 biome 1, 8, 10, 25, 43 broadleaf 29</p> <p>C carbon dioxide 22 chlorophyll 23 climate 12 community 7 conifer tree 27</p> <p>D deciduous tree 28 desert 42 dormant 36 drought 17</p> <p>E elevation 16 environment 5 epiphyte 25 equator 6 evergreen 44</p>	<p>F forest 35 fungus 20</p> <p>G grassland 39 growing season 9</p> <p>H humidity 21</p> <p>L landforms 47 latitude 14 longitude 15</p> <p>M millimeter 45</p> <p>N needleleaf 37 nutrient 26</p>	<p>O organism 3 oxygen 4</p> <p>P perennials 34 photosynthesis 18 plain 46 prairie 30 precipitation 19</p> <p>R rain forest 31 region 10 resource 13</p> <p>S shrubland 38 sod 49 species 11 steppe 40 symbiosis 32</p> <p>T temperature 2, 9, 12, 16, 24, 31, 38–39, 42, 45, 48 tundra 48</p> <p>V vegetation 41</p>

2. Results of a Search Using FindIt.net **Biomes**



The screenshot shows the FindIt.net search interface. The logo features the word "FINDIT" in a large, bold, serif font, with "FIND" in black and "IT" in white inside a black circle. Below the logo is ".NET". To the right of the logo is a search input field containing the word "biomes". To the right of the input field is the text "FINDIT!". Below the input field is a link for "Advanced Search". Below the logo and input field is a navigation bar with the text "WEB | IMAGES | GROUPS | DIRECTORY | NEWS".

Results 1–5 of about 675,000 for biomes.

Biomes for Kids
Learn about the various **biomes** of the world on this Web site. You can see photographs of the many different types of **biomes**. This site also includes colorful maps that show where **biomes** are located. You will learn things about the plants and animals that exist in each biome.
<http://www.biomesforkids.com>

All about the Rain Forest
This site includes information about both the temperate and tropical rain forest **biomes**. Charts, graphs, photos, maps, and articles are at your fingertips.
<http://www.worldbiomes.com/rainforest>

Internet Zoo
Visit animals from all over the world at our Web Zoo! We have animals from all of the Earth's various **biomes**, including the rarest creatures from the ocean and tundra.
<http://www.internetzoo.org>

Interactive Science Projects
If you are looking for a fun project, you have come to the right place. On this Web site, you will find out about everything you need to make your own **biomes** that show how plants grow in certain environments. There is a list of everything you will need and simple instructions.
<http://www.scienceprojects.org>

Web Ecotourist
Ever wonder what it would be like to explore a rain forest or visit the distant Arctic tundra? If so, this Web site provides you with everything you need to know about ecotourism. In addition to maps, the site lists places to stay, tours, activities, and other useful information about vacations to all **biomes** on the planet.
<http://www.webecotourist.org>

3. Article from the Magazine *Science for Today's Kids*
"World Watch: The Alpine Biome"

Science for Today's Kids

April 2005

World Watch: The Alpine Biome

By Jason Alexander



Location

The alpine biome is found in the world's highest mountain regions. To qualify as "alpine," an area must be higher than 10,000 feet above sea level. Some of the better-known alpine regions are the Rocky Mountains, the Andes, and the Himalayas.

Temperature

The alpine biome is generally somewhat severe in temperature. Summer temperatures may warm to 60° but plummet in winter to below freezing. The general rule is that the higher the altitude, the colder the temperature. Rainfall in the alpine biome averages only 12 inches per year, making it a dry climate as well as a cold one.

Plants and Animals

The alpine biome is home to a very special collection of cold-hardy plants and animals. Plants in the alpine biome grow low to the ground and have adapted to growing with little water and carbon dioxide. The alpine biome is home to one of the oldest species of tree on the planet: the bristlecone pine. These trees have been carbon-dated at much more than 4,000 years old.

Sharing the bristlecone pine's sparse landscape are a variety of warm-blooded goats, sheep, llama elk, and alpaca, as well as some cold-hardy insects, such as grasshoppers, beetles, and butterflies. Mammals at this altitude have adapted to the cold by developing shorter legs, more body fat, and thick fur coats. Wool from animals who live in the alpine biome is prized the world over for its warmth and water-repellent ability. For the people who live in these alpine regions, herding these fur-bearing goats, sheep, and alpaca has become a good source of income.

The People

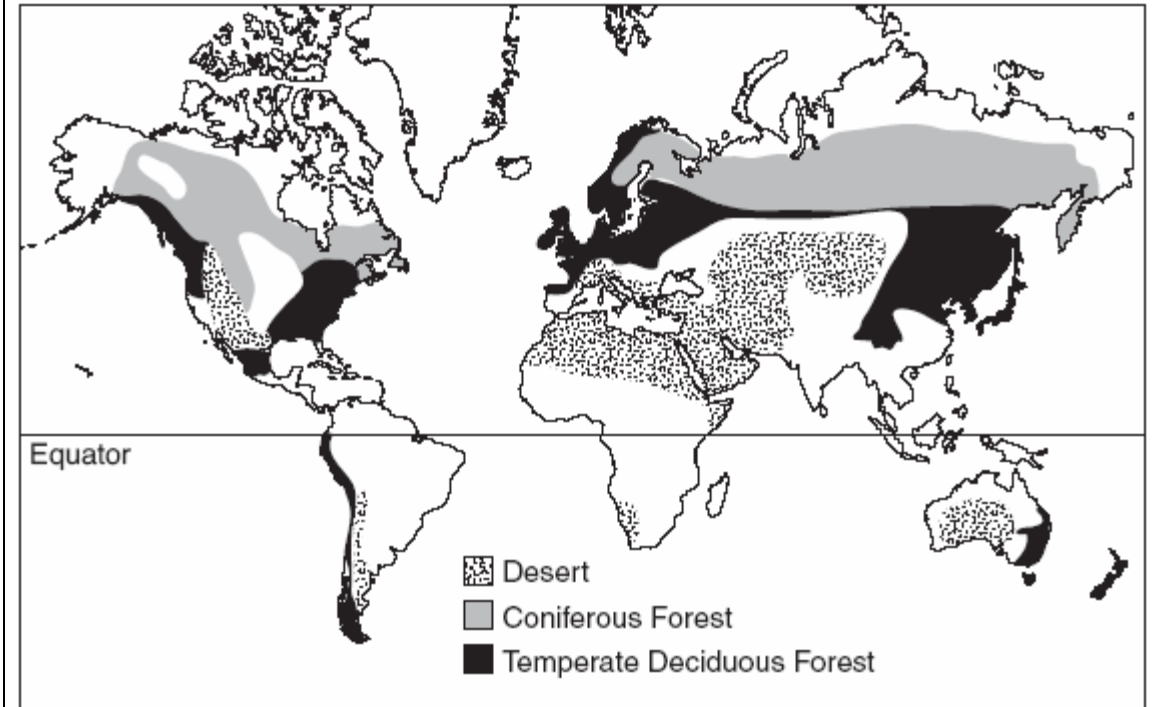
Like the plants and animals of the alpine biome, the people who live in this harsh climate have adapted amazingly well to life in the extreme. Scientists have discovered that the populations of both the Himalayas and the Andes have adapted larger lungs and more hemoglobin in their blood, which makes them ideally suited to living in the oxygen-deprived climate.

Natural mountaineers, the Sherpas of Nepal have become world-renowned for their hiking skill and have accompanied climbers from all over the world in their ascents to the top of Mt. Everest. In the Andes, the Quechua people have developed sophisticated irrigation systems to water their crops and use natural freeze-drying methods to preserve food during off seasons.

A theme of many of the cultures in these alpine communities is "living with nature." Their example of embracing and adapting to the natural conditions of their climate (instead of altering the climate to suit their human needs) is an example the people in every biome could learn from.

4. Excerpt from the Book *The World of Biology*
Three World Biomes Map

Three World Biomes This map shows three of the world's major biomes. Notice that deserts and temperate deciduous forests exist both in the Northern and Southern Hemispheres, while coniferous forests exist only in the Northern Hemisphere.



Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

1 On which page of the book *All about Biomes* could you find a picture of an evergreen tree?

- A** Page 27
- B** Page 28
- C** Page 37
- D** Page 44

Correct Response: D

Match to GLE: This item measures ELA-5-M1-GLE 41: locate and select information using organizational features of grade-appropriate resources. This item measures a student's ability to use an index. Other items may require students to use tables of contents, Web page directories, or other organizational features to locate and select information.

2 Which resource most likely would direct you to more information about plant and animal life in a biome?

- A** The Three World Biomes map from the book *The World of Biology*
- B** "Biomes" from *World Geography Encyclopedia*
- C** The Biomes for Kids link from the search using FindIt.net
- D** The Major World Biomes chart from the book *All about Biomes*

Correct Response: C

Match to GLE: This item assesses ELA-5-M2-GLE 42: locate and integrate information from grade-appropriate resources. These items measure a student's ability to choose the best source for locating a specific piece of information.

- 3 Look at the outline of “World Watch: The Alpine Biome” from *Science for Today’s Kids*.

I.	Location
	A. _____
	B. Rockies, Himalayas, Andes
II.	Temperature
	A. _____
	B. Dry and cold
III.	Plants and Animals
	A. _____
	B. Thick coats and layers of fat
IV.	The People
	A. _____
	B. Sherpas and Quechua

Which information goes in the blank at IV.A?

- A** Require little water or carbon dioxide
- B** Larger lungs and additional hemoglobin
- C** Range from 60 degrees to below freezing
- D** Must be higher than 10,000 feet above sea level

Correct Response: B

Match to GLE: This item assesses ELA-5-M3-GLE 45: generate grade-appropriate research reports that include information presented in a variety of forms. This item measures a student’s ability to complete an outline. Other items may require students to complete a chart or other visual representation of information.

4 What is the acceptable bibliographic entry for the book *All about Biomes*? Refer to the model bibliographic entries.

- A** Grace Rogers. "All about Biomes." William Morrow Press, 1994.
- B** William Morrow Press. All about Biomes. Chicago: Grace Rogers, 1994.
- C** Rogers, Grace. All about Biomes. Chicago: William Morrow Press, 1994.
- D** "All about Biomes. " Chicago: William Morrow Press, 1994. Rogers, Grace.

Correct Response: C

Match to GLE: This item measures ELA-5-M5-GLE 47: give credit for borrowed information following acceptable-use policy, including integrating quotations and citations, using endnotes, and creating bibliographies and/or works cited lists. This item measures a student's ability to identify the correct bibliographic citation for a particular source. Other items may require students to supply missing information in a bibliographic citation by using the information in the resources provided.

5 Which biome listed in the Major World Biomes chart from the book *All about Biomes* gets the smallest amount of precipitation?

- A** Tundra
- B** Desert
- C** Shrubland
- D** Coniferous forest

Correct Response: A

Match to GLE: This item measures ELA-5-M6-GLE-48: interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources. This item measures a student's ability to read and interpret a chart. Other items may require students to interpret information in other types of graphic organizers.

Sample NRT Multiple-Choice Items

Questions 6 through 28 are sample multiple-choice items representative of those used on the norm-referenced parts of the *iLEAP* test. The survey battery of the Iowa Tests of Basic Skills (ITBS) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 6, while other items address Louisiana GLEs at other grade levels.

Vocabulary

Directions: Questions 6 and 7 ask students to identify meanings of words in a context. Students should choose the word or phrase with the same meaning as the underlined word in the stem.

6 **Reclined in the chair**

- A sat up
- B dozed off
- C leaned back
- D bent over

Correct response: C

Match to GLE: This item measures ELA-1-M1-GLE 1: identify word meanings using a variety of strategies: context clues.

7 **Generous donation**

- A contribution
- B definition
- C appropriation
- D manifestation

Correct response: A

Match to GLE: This item measures ELA-1-M1-GLE 1: identify word meanings using a variety of strategies: context clues.

Reading

Following are two sample reading passages that show the type of passages that may be included in this part of the *iLEAP* English Language Arts test. After reading a passage, students will then respond to several multiple-choice items. Questions 8 through 13 are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Directions: Questions 8 through 13 are based on the following passage.

Old Ramón and the boy sat by the fire eating in the silence of good appetites. Old Ramón cleaned off his plate and set it down beside him and drained his third cup of black coffee and set the cup down on the plate. The boy finished too and set his plate down beside him and his cup on it. Old Ramón reached to his own cup and rattled it a little on the plate and looked at the boy. The boy looked straight back at him in the firelight. “I prepared the food.” Old Ramón thumped a hand on the ground. “And I took care of the ticks.” He pushed up to his feet. “There is one way to decide such a thing. We will toss the coin.” He searched his pocket of his shapeless old trousers that had been patched until there was little of the original cloth left and had patches on the patches. He pulled out a small round piece of metal that shone in the firelight from the constant rubbing against the cloth of the pocket.

“I will take the heads,” said Old Ramón. He flipped the coin spinning in the air and caught it in his right hand and slapped it down on his left wrist. He peered at it. “Ah, it is the heads. Do you see?” He held the wrist toward the boy, and the boy too peered at the coin.

Slowly the boy rose and began to gather the dishes. He was turning toward the pool that had settled now clear and clean in the dim darkness when Old Ramón spoke, softly, with a small chuckle in his voice. . . . “I cannot do it. To one who thinks himself so clever like my cousin Pablo, yes. To the son of my patron, no. Look you now at this and see.” He held out the coin and turned it over slowly between his fingers. Both of the sides were the same.

8 What did the boy mean when he looked at Old Ramón and said, “I prepared the food”?

- A** He had done his share of the work.
- B** He wanted to be thanked.
- C** He did not know how to do anything else.
- D** He was proud of his work.

Correct response: A

Match to GLE: This item measures ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making simple inferences and drawing conclusions.

9 Why did Old Ramón want to toss the coin?

- A** To settle something fairly
- B** To play a trick on the boy
- C** To show his skill in catching the coin
- D** To see if heads or tails would come up

Correct response: B

Match to GLE: This item assesses ELA-1-M3-GLE 6: answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts.

10 Why would Old Ramón not mind tossing his coin for his cousin Pablo?

- A** Pablo was a relative.
- B** Pablo thought he was too smart to be fooled.
- C** Pablo was older than the boy.
- D** Pablo was easy to fool.

Correct response: B

Match to GLE: This item assesses ELA-7-M4-GLE 16: analyze grade-appropriate print and nonprint texts using various reasoning skills: reasoning inductively and deductively.

11 Who is the boy?

- A** Ramón's son
- B** Ramón's cousin
- C** The boy Ramón hired to be his helper
- D** The son of someone important to Ramón

Correct response: D

Match to GLE: This item measures ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making simple inferences and drawing conclusions.

12 Where are the boy and Old Ramón eating?

- A** Outdoors by a campfire
- B** At a table in a cottage
- C** In a café or restaurant
- D** At a picnic table in a park

Correct response: A

Match to GLE: This item assesses ELA-7-M4-GLE 16: analyze grade-appropriate print and nonprint texts using various reasoning skills: reasoning inductively and deductively.

13 What is the main idea of the last paragraph?

- A** The boy knew all of the time that Ramón was fooling him.
- B** The old man never intended to fool the boy.
- C** The old man could not go through with his plan to fool the boy.
- D** Old Ramón would never let his patron's son wash his dishes.

Correct response: C

Match to GLE: This item assesses ELA-1-M2-GLE 4: identify and explain story elements: character development. This item also measures ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: identifying stated or implied main ideas.

Directions: Questions 14 through 18 are based on the following paragraph.

According to an old story, there lived in France long ago a scientist named Antoine Parmentier. For many years he had tried to get the French farmers to plant potatoes. But in those days few French people had ever eaten potatoes. “Food that grows under the ground would only be fit for pigs,” they said.

Then there came a time in France when the wheat crops failed and many people were hungry. Once again Parmentier suggested his idea for growing potatoes. But people still laughed and made fun of him. Instead of becoming discouraged, the scientist went to visit the king. He explained to the king how potatoes were grown and eaten in many other countries. He then told the king of a plan he had, and the king agreed to help him carry it out.

Some potatoes were secretly planted in a field near Paris. Day and night the field was guarded by soldiers. People called it the “treasure garden.” When the potatoes were ripe, the guards were taken away. That very night the Parisians sneaked into the field and dug up the potatoes. Then the “thieves” hurried home to cook and eat the strange vegetables. Lo and behold, everyone liked them!

The news traveled from one end of France to the other. Before many years had passed, potatoes could be found in almost every French home. Antoine Parmentier had won out at last.

14 Why didn’t French farmers want to plant potatoes?

- A** No one liked the taste of potatoes.
- B** The soil was not good for potatoes.
- C** People did not think potatoes were fit to eat.
- D** People had never heard of potatoes before.

Correct response: C

Match to GLE: This item measures ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making simple inferences and drawing conclusions.

15 Why did Parmentier visit the king?

- A** He wanted to use the king’s garden.
- B** He wanted to borrow money from the king.
- C** He hoped the king would serve potatoes in the palace.
- D** He needed the king’s soldiers for his plan.

Correct response: D

Match to GLE: This item assesses ELA-7-M4-GLE 16: analyze grade-appropriate print and nonprint texts using various reasoning skills: reasoning inductively and deductively.

16 What was the most likely reason the king helped Parmentier?

- A** The king was afraid some people might starve.
- B** The king hoped to make a lot of money.
- C** The king liked to eat potatoes himself.
- D** The king wanted to play a trick on his soldiers.

Correct response: A

Match to GLE: This item assesses ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making simple inferences.

17 What is the main idea of the third paragraph?

- A** Why potatoes had never been grown before
- B** How the Parisians were tricked
- C** How potatoes were first cultivated
- D** How the “treasure garden” got its name

Correct response: B

Match to GLE: This item measures ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: identifying implied main ideas.

18 Did Parmentier's plan work?

- A** No, people stole the potatoes.
- B** No, people still laughed at him.
- C** Yes, people found out that potatoes were good.
- D** Yes, he proved that potatoes would grow in France.

Correct response: C

Match to GLE: This item measures ELA-7-M1-GLE 11: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: drawing conclusions.

Language Questions

The Language part of the ELA test requires students to find mistakes in writing. The directions tell what type of mistake to look for (organization, spelling, capitalization, punctuation, usage, or expression).

Below are sample NRT items similar to those that will appear in the Language section of the iLEAP English Language Arts test.

Directions: Questions 19 and 20 are based on the following paragraph.

¹Some bowerbirds are very colorful, but others are plain. ²What makes these such interesting birds is the males' building and decorating skills. ³During much of the year, the males build structures, called bowers, from twigs, leaves, and moss. ⁴The males find shells, berries, flowers, or even pieces of glass to decorate their bowers. ⁵Some bowerbirds may with berry juice even paint their bowers. ⁶I wonder what they use for a paintbrush? ⁷A female bowerbird selects the bower she thinks is the neatest and prettiest. ⁸The male dances and shows off for the female. ⁹Then she flies off to build a nest and raise her chicks.

19 Which sentence should be left out of this report?

- A** Sentence 3
- B** Sentence 4
- C** Sentence 6
- D** Sentence 7

Correct response: C

Match to GLE: This item measures ELA-2-M1-GLE 18: organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences.

20 What is the best way to write sentence 5?

- A** Some bowerbirds may even paint their bowers with berry juice.
- B** With berry juice some bowerbirds may paint even their bowers.
- C** Their bowers may even paint with berry juice some bowerbirds.
- D** (No change)

Correct Response: A

Match to GLE: This item measures ELA-3-M3-GLE 27: write paragraphs and compositions following standard English structure and usage.

Directions: Questions 21 and 22 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

- 21** **A** nature
 B tablecloth
 C project
 D quarter
 E (No mistakes)

Correct response: E

Match to GLE: This item assesses ELA-3-M5-GLE 29: spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.

- 22** **A** freind
 B blackbird
 C joke
 D cane
 E (No mistakes)

Correct response: A

Match to GLE: This item assesses ELA-3-M5-GLE 29: spell high-frequency, commonly confused, frequently misspelled words and derivatives correctly.

Directions: Questions 23 through 26 ask students to look for mistakes in capitalization and punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 23** **A** Miss Rider asked us which
 B story we wanted. We asked
 C for “ferdinand the bull.”
 D (No mistakes)

Correct response: C

Match to GLE: This item assesses grade 5 ELA-3-M2-GLE 26: capitalize the first and other important words in titles.

- 24** **A** National elections fall
 B on a tuesday between
 C November 2 and November 8.
 D (No mistakes)

Correct response: B

Match to GLE: This item assesses grade 1 ELA-3-M2-GLE 34: capitalize the names of days.

- 25 **A** Ben’s pockets were filled.
 B He had apples pears candy
 C and even a few doughnuts.
 D (No mistakes)

Correct response: B

Match to GLE: This item assesses grade 1 ELA-3-M2-GLE 33: use standard English punctuation, including commas to separate words in a series.

- 26 **A** We decided to wait for the
 B rain to stop before we went on.
 C Were we glad, that we waited!
 D (No mistakes)

Correct response: C

Match to GLE: This item assesses ELA-3-M2-GLE 25: use standard English punctuation.

Directions: Questions 27 and 28 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 27** **A** I must have left my new
 B gloves somewhere. They
 C aren't in my locker.
 D (No mistakes)

Correct response: B

Match to GLE: This item assesses ELA-3-M3-GLE 27: write paragraphs and compositions following standard English structure and usage.

- 28** **A** The seal balancing a
 B beach ball on his nose
 C for more than two minutes.
 D (No mistakes)

Correct response: A

Match to GLE: This item assesses ELA-3-M3-GLE 27: write paragraphs and compositions following standard English structure and usage.

