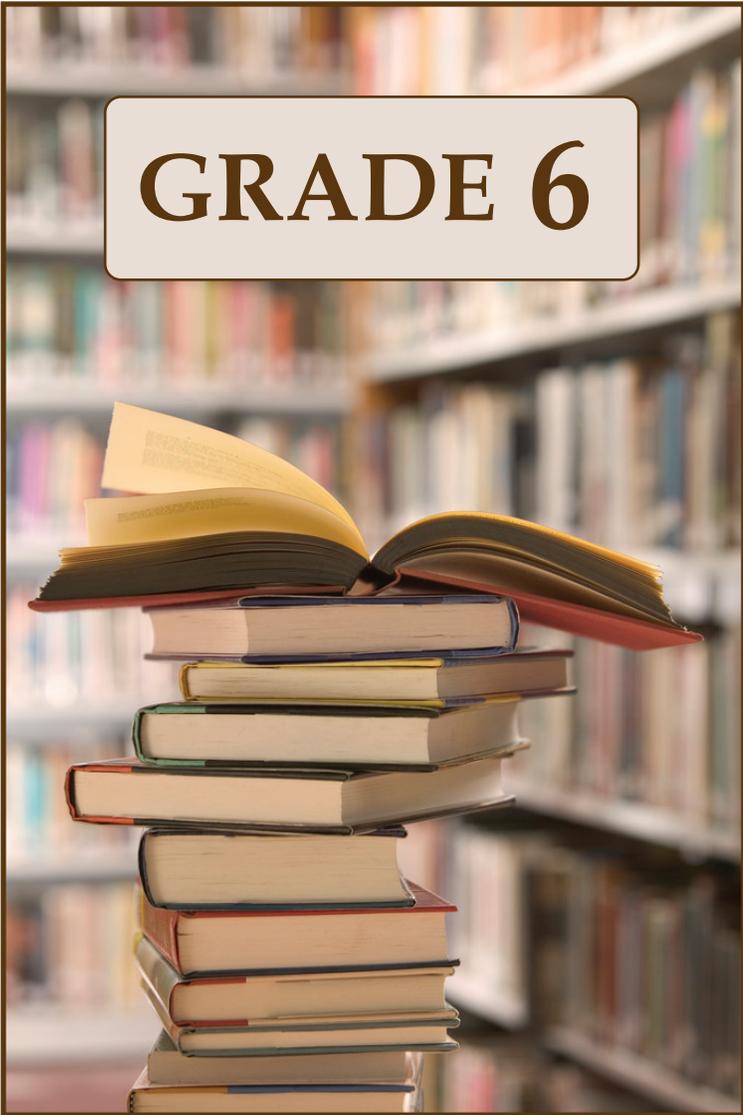


SAMPLE TEST

Reading/Literature

2011-2013



GRADE 6

Vocabulary

Read to Perform a Task

Demonstrate General Understanding

Develop an Interpretation

Examine Content and Structure: Informational Text

Examine Content and Structure: Literary Text

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DIRECTIONS

Read each of the passages. Then read the questions that follow and decide on the BEST answer. There are a lot of different kinds of questions, so read each question carefully before marking an answer on your answer sheet.

A TIME OF CHANGE

Read the following selection by author Scott O'Dell that describes the transformation of a canyon in Arizona called Canyon de Chelly.



ON THE HIGH MESAS above our canyon spring came early that year. The piñon trees shook off their coverings of snow in the month of the deer. Warm winds melted the snow and blue water gathered under the trees and ran through the meadows and down the steep barrancas. Far to the north, where the stone walls of the canyon stand so close together that you can touch them with your outstretched hands, the waters met and flowed toward the south, past Spider Rock and Lost Sheep Mountain, at last in a big loop past our village.

The day the waters came was a wonderful day. I heard the first sounds of their coming while I lay awake in the night. At first it was a whisper, like a wind among the dry stalks of our cornfield. After a while it was a sound like the feet of warriors dancing. Then it was a roar that shook the earth. I could hardly wait until the sun rose. When the first light showed in the east, I hurried out to see the river running. My father and mother and my sister, Lapana, had seen early springs many times before, so they were sleeping.

I stood alone in the orchard, where the peaches grow. It was a miracle. Yesterday there was nothing to see save bare trees and wide stretches of yellow sand. In one night everything had changed. The trees had begun to bud and the sand lay deep under blue, rushing water.

I felt like singing. I wanted to leap and dance with joy, yet I stood quietly and watched the river running between the greening cottonwood trees.

1

Why did the narrator most likely stand quietly instead of leaping and dancing?

- A. She's not as happy as she first thought.
- B. She's afraid her father will be angry.
- C. She doesn't know how to dance.
- D. She doesn't want to ruin the moment.

2

The mood of this selection is set mostly through the

- A. setting.
- B. dialogue.
- C. plot.
- D. characters.

3

"It was a miracle. Yesterday there was nothing to see save bare trees and wide stretches of yellow sand. In one night everything had changed." This statement shows that the narrator is

- A. excited about the change in season.
- B. confused about the changes in the orchard.
- C. surprised that there hasn't been a bigger change.
- D. frightened by how much everything has changed.

4

What did the narrator hear while she lay awake in the night?

- A. A person's whisper
- B. Rain on the roof
- C. Warriors dancing
- D. The oncoming waters

5

The narrator says "Yesterday there was nothing to see save bare trees." In this sentence, the best synonym for *save* would be

- A. rescue.
- B. pretend.
- C. except.
- D. without.

STITCH 'ER UP!

It takes more than horses, cows, cowboys, and cowgirls to make a rodeo. Meet Molly Claussen, a seamstress from Gaston, Oregon, who sews rodeo outfits. THE NEWBERG GRAPHIC newspaper tells about her interesting job.

THE CROWD YELLS, the horses gallop in and the girls wear smiles on their faces representing the St. Paul Rodeo, but they also sparkle in the sunlight from their custom made outfits by seamstress Molly Claussen.

Horses and rodeos have been a part of Claussen's life for many years, but it wasn't until she used her sewing abilities to make outfits for her granddaughter, Stephanie, who was into "rodeo queening" that the hobby took on a new life.

"I have always sewed," she said. "My mother was a good seamstress and I made my own wedding dress when I got married and did all the family's sewing. I made my own clothes and my daughters' –I made their prom dresses."

Claussen, who lives in Gaston, began sewing for rodeo courts after retiring from management in the state's court system in Hillsboro five years ago. She is now entering her third year of sewing for the St. Paul Rodeo court.

In addition, Claussen is kept busy sewing for the Miss Rodeo Oregon competition, and courts for the Clackamas County Rodeo, Molalla Buckaroo, Salem Rodeo, and others.

"It seems like it's pretty much year-round now," Claussen said. "Miss Rodeo Oregon vies in December for

Miss Rodeo America and I sewed up until December . . . (then) we try to take a few weeks off."

This year Claussen began sewing in February and has continued nonstop. She finished one deadline for the Rose Parade two days prior to the event. With rodeo courts doing their coronations earlier in the year she is better able to schedule the girls for all of their fittings and meet all of her deadlines.

Claussen gets help from her partner, Jerry Hall, who does the embroidery work at their business, located in Claussen's home, Country Stitchin'.

"I had no idea what call there was for a seamstress," Claussen said. "I also do sewing for people who show horses. I was surprised



Reading and Literature ▼

about how much sewing there really is. I love doing it. You don't mind putting in the hours if you love the work you are doing."

Although every rodeo is different, St. Paul annually needs three outfits for the court. Claussen works on the clothes up until the queen's coronation in May.

Each woman has an arena outfit with chaps, a dress outfit for public appearances and a trail shirt. The items are made to mix and match so as not to clash with each other. It also takes a special way of designing the outfits in order for the women to be able to maneuver in them.

"Our family grew up with horses and rodeo and I knew what it took to make things pretty and to be able to ride a horse in it," she said.

Generally, the St. Paul Rodeo prefers what Claussen calls retro Western wear. Because she had purchased an industrial sewing embroidery machine and the couple also sews caps and jackets with it, she has been able to use it to sew on leather, adding fringe and sparkles.

This year Claussen did something new by adding embroidery on the court's chaps with chapmaker Ken Coleman of St. Paul. The two worked together to design the chaps and Claussen embroidered on the heavy leather creating a dramatic effect.

But the seamstress approaches her work as more than just sewing a few outfits.

"It has to be a gift; like a painter when he's painting a picture, it's a feeling and a creation," she said. "I can use my creativity and I like to make pretty things. I like to sew pretty fabrics and add stones and beads."

Claussen also designs the clothing with inspiration from magazines and pageants; she also gets help from the women themselves. One year a girl even gave Claussen the outfit her grandmother wore while in the court and she was able to make a shirt from it.

After all the sewing is complete, the seamstress is able to enjoy the rodeo and admire her hard work. This was the first year the St. Paul Rodeo held a style show in which Claussen's work was featured, among others.

"It was so much fun," she said. "When you see a woman on stage with your creation on you say, 'well, that turned out nice.'"

6

Claussen said, "I had no idea what call there was for a seamstress." The word *seamstress* refers to someone who

- A. rides in rodeos.
- B. wears sparkling clothing.
- C. designs rodeo saddles.
- D. makes outfits.

7

It is challenging to make clothing for a rodeo court. The main challenge is because

- A. so much material is needed to make everything match.
- B. it is difficult to design patterns that will please the audience.
- C. finding times for fittings is difficult because the girls are so busy.
- D. outfits need to go together and be easy to move in.

8

The article states that an arena outfit consists of all of the following EXCEPT

- A. chaps.
- B. a dress outfit.
- C. denim jeans.
- D. a trail shirt.

9

Molly Claussen is successful at designing rodeo wear because she

- A. has sewn prom dresses.
- B. is retired from her regular job.
- C. has had experience with horses and rodeo.
- D. has an industrial sewing embroidery machine.

10

Molly began sewing this type of outfit after

- A. her mother talked her into sewing.
- B. sewing for her granddaughter.
- C. her partner had the idea for embroidery.
- D. she got ideas from magazines.

YOUR BODY AT WORK

Why do babies have more bones than adults? What gland is responsible for making sweat? The answers to these questions and more are found in the selection below.

IF YOU COULD PEEK INSIDE YOUR OWN BODY what would you see? Hundreds of bones, miles of blood vessels and trillions of cells, all of which are constantly working together.

Skin

MAIN JOB:

To protect your internal organs from drying up and to prevent harmful bacteria from getting inside your body.

HOW MUCH?

The average person has about six pounds of skin.

MAIN LAYERS:

- ▶ **Epidermis:** Outer layer of skin cells, hair, nails and sweat glands.
- ▶ **Dermis:** Inner layer of living tissue, containing nerves and blood vessels.

Bones

DID YOU KNOW?

The largest bone in the body is the femur, or thighbone. In a 6-foot-tall person, it is 20 inches long. The smallest is the stirrup bone, in the ear. It is .1 inch long.

MAIN JOB:

To give shape and support to your body.

HOW MANY?

At birth you had more than 300 bones in your body. As an adult you'll have 206, because some bones fuse together.

KINDS OF BONES:

- ▶ **Long** bones are thin; they are found in your legs, arms, and fingers.
- ▶ **Short** bones are wide and chunky; they are found in your feet and wrists.
- ▶ **Flat** bones are flat and smooth, like your shoulder blades.
- ▶ **Irregular:** Irregular bones, like the bones in your inner ear and the vertebrae in your spine, come in many different shapes.



Joints

DID YOU KNOW?

Bones don't bend. It is the joint that allows two bones next to each other to move.

MAIN JOB:

To allow bones to move in different directions.

Ligaments

MAIN JOB:

To hold joints together. These bands of tough tissue are strong and flexible.

Muscles

MAIN JOB:

To make body movement possible.

HOW MANY?

Your body has more than 650 muscles.

KINDS OF MUSCLES:

- ▶ **Skeletal** muscles help the body move. You have about 400 skeletal muscles.
- ▶ **Smooth** muscles are located inside organs, like the stomach.
- ▶ **Cardiac** muscle is found only in the heart.

Tendons

DID YOU KNOW?

Tendons look like rubber bands.

MAIN JOB:

To hold your muscles to your bones.

Viscera

This term refers to the organs that fill your body's chest and abdominal cavity.

MAIN JOB:

To provide your body with food and oxygen and to remove waste.

HOW MANY?

The viscera include the trachea (windpipe), lungs, liver, kidneys, gallbladder, spleen, stomach, large intestine, small intestine, and bladder.

Glands

MAIN JOB:

To manufacture substances that help your body to function.

KINDS OF GLANDS:

- ▶ **Endocrine** glands make hormones, which tell the different parts of your body when to work.
- ▶ **Oil glands** keep your skin from drying out.
- ▶ **Salivary** glands make saliva, which helps to digest and swallow food.
- ▶ **Sweat** glands make perspiration which regulates your body temperature.

Cells

DID YOU KNOW?

There are 26 billion cells in a newborn baby and 50 trillion cells in an adult.

MAIN JOB:

To perform the many jobs necessary to stay alive, such as moving oxygen around your body, taking care of the fuel supply and waste removal.

Some Different Cells:

- ▶ **Bone** cells help to build your skeleton by producing the fibers and minerals from which bone is made.
- ▶ **Fat** cells contain fat, which is burned to create energy.
- ▶ **Muscle** cells are organized into muscles, which move body parts.
- ▶ **Nerve** cells pass nerve messages around your body.
- ▶ **Red** blood cells carry oxygen around your body.
- ▶ **White** blood cells fight disease.

11

The vertebrae in your spine are

- A. flat bones.
- B. long bones.
- C. irregular bones.
- D. short bones.

12

Which kind of gland is located in the epidermis?

- A. Endocrine
- B. Oil
- C. Salivary
- D. Sweat

13

What helps to move oxygen around our bodies?

- A. Cells
- B. Muscles
- C. Skin
- D. Glands

14

According to this selection, which statement is true?

- A. Adults have fewer cells than a newborn baby.
- B. Adults have fewer bones than a newborn baby.
- C. Less than half of the muscles in your body are skeletal muscles.
- D. The main job of glands is to provide your body with food and oxygen.

CONTINUE ON TO THE NEXT PAGE



JOSIE'S RIDE

This passage is taken from Celia Barker Lottridge's novel called WINGS TO FLY. A young girl named Josie is fascinated by a little wooden house that sits in the middle of nowhere. Read the selection to discover the story behind the house.

"WHOA, GINGER," SAID JOSIE.

The sturdy bay pony halted in the dusty wagon track. She was used to resting for a moment in this spot because Josie always stopped here to look across the fields at the silver house. Even today when her brother Sam was far ahead of her in a tearing hurry to get to town, she could take just a minute to admire it.

The silver house stood all alone on a small rise of ground. It didn't have even a chicken house to keep it company or a path to invite a traveler to its door. Nothing around it moved except the prairie grass stirring gently in the hot wind. Today it seemed to Josie that the house was just lightly settled on the earth like a big gray bird. At any moment it might spread its wings and slowly fly away, back to a place where such houses were common.

Of course the house was not really silver. It was built of



unpainted boards that had weathered to a soft, silvery gray. The house Josie lived in was built of weathered wood, too, but nails had been pounded into it, snowballs thrown against it, and clotheslines attached to it. It looked like a house that had been well used for three years by five people, and by horses who loved to rub against it to get the flies off.

But no one had ever lived in the silver house.

Josie knew the story. Mr. Ranald McLeod had come to the Curlew district from Ontario just like thousands of other homesteaders. He had worked for three years to prove up his claim and build a house for his bride who would come from back east as soon as it was finished. Josie thought that he must have loved her very much, because he had built a fine house. It wasn't big – no homesteader could afford the lumber for a big house – but it was not a one-story box like the other houses around Curlew. It had an upstairs with

Reading and Literature ▼

two dormer windows, one in front and one in back, as well as curly gingerbread trim under the eaves, and a wide front porch.

On a hot day like this, Josie liked to imagine sitting on that porch with a glass of cool lemonade in her hand, looking out over the wide prairie landscape. There would be no chores to do, no one to hustle her out to pump water or bring in the washing.

Josie heard hoofbeats and looked down the track. It was Sam, of course.

“The train will be here in five minutes,” he said. “We shouldn’t be wasting time.”

“I know,” said Josie. She pressed her bare heels into Ginger’s round sides and the pony reluctantly started trotting at a gentle pace. Sam turned King and rode alongside.

Sam looked over at Josie. “Why do you like to look at that house so much?” he asked idly.

Josie thought for a minute. “It’s special,” she said. “It’s like a house from far away that got here accidentally. And it’s so sad that Mr. McLeod doesn’t live in it. Somebody should. It’s the best house around here.”

She didn’t tell Sam that she always thought of Mr. McLeod’s lost bride. She was the sad part of the story of the house. Not that she had died. No, she had come from Ontario when the house was ready, down to the fancy brass doorknobs. She arrived at Curlew station with her trunks. Mr. McLeod met her, of course, and drove her straight out to the house.

People said that she sat in the wagon for a long time and looked at the little wooden house and the land around it, flat and treeless as far as the eye could see. Then she said, “I can’t live here. Take me back to the station.” She took the next train east to Ontario, and Mr. McLeod never went into the house again. He still lived in a boarding house in town and came along this very track to farm his land, but he left the house alone.

Josie wondered whether his bride ever thought of him now. Did she ever wish she had given the house a chance?

15

Based on how it is used twice in paragraph five, what does the word homesteader mean?

- A. A supplier who provides materials for new homes
- B. An individual who makes a home in a new land
- C. A person who builds homes for others to live in
- D. An area of land where new homes are built

16

All of the following are differences between Josie's house and the silver house EXCEPT

- A. the number of people living in the house.
- B. the number of stories or floors in the house.
- C. the material that the house was made of.
- D. the amount of activity around the house.

17

Based on events so far, what is most likely to happen later in the story?

- A. Josie will try to find out more about the silver house.
- B. Sam will suggest the family should move to the silver house.
- C. Mr. McLeod will decide to leave and will sell the silver house.
- D. Another woman from Ontario will come to live in the silver house.

18

What is the main reason the author includes the description of Josie's house?

- A. To set up a contrast with the silver house
- B. To build sympathy for the main character
- C. To explain the effects of weather in the area
- D. To provide important development of the plot

19

Why does the author compare the house to a big gray bird that "might spread its wings and slowly fly away"?

- A. To suggest that the house is beautiful but poorly built
- B. To create tension about whether the house is really there
- C. To emphasize how the house seems misplaced in this setting
- D. To bring a humorous tone that adds variety to this part of the story

THE MYSTERIOUS LOCH NESS MONSTER

Is the monster in the loch a myth? Not nessie-sarily! Read on to learn the history of this mysterious creature.

SUNLIGHT DANCES DOWN THE BLUE expanse of Loch Ness. A light breeze stirs the water where Castle Urquhart guards the curve of the bay. It is a fine, calm day to launch a boat or cast a line. Or is it?

Is something out there? An upturned boat? A log? A mass of water plants? Or could it be Nessie – the fabled Loch Ness Monster?

For centuries, debate has raged over whether a huge, unknown creature inhabits this mysterious loch – largest, longest, and deepest of three lakes threading Scotland’s wildly beautiful Great Glen.

Vikings may have been first to ask the question. Their mythology tells of “water horses” in Scotland’s lochs. The first written account of a lake creature dates back to the sixth century when, says an ancient Latin text, a swimmer was killed by a frightful beast near the loch’s north end. St. Columba, on hearing of the attack, rowed out and scolded the monster so severely that never since has it been known to repeat such a misdeed.

Rumors and whisperings of a “horrible great beastie” continued, century after century. But they were spoken in hushed tones and not often when strangers were about. In the 1930s, however, word of the Loch Ness Monster began to spread. Nessie made a big splash in 1934 when Rupert Gould, a respected scientific writer, published a book called *The Loch Ness Monster and Others*.

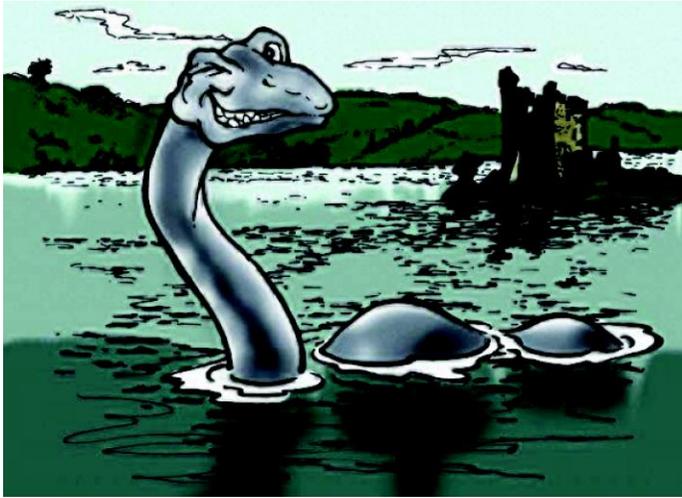
Residents and visitors to the loch began coming forward with stories of sightings, some from earlier times. An elderly gentleman wrote to Gould, recalling that about 1871 he saw something “like an upturned boat...wriggling and churning up the water.” In a startling land encounter, a London couple driving home from a holiday in 1933 saw an enormous, black “prehistoric animal” loom in front of them, then shuffle into the loch.

Stories grew more dramatic, descriptions more specific. The image of Nessie with long neck, multiple humps, and long tail emerged.

Reading and Literature ▼

The first photo of Nessie was snapped by a workman who watched “an object of considerable dimensions” rise out of the dark loch. His photo is believed to be authentic, but it is too blurry to prove anything. A clearer (but, as it turned out, much less authentic) shot of Nessie labeled “the surgeon’s picture” was produced by Robert Wilson, a London doctor. Although years later the photo was proven to be a hoax, it remains the best known likeness of Nessie.

Hoaxes (and, possibly, hallucinations) aside, the case for a real



Nessie continued to grow.

Researchers began using modern tools to find an answer to the riddle. In the 1970s, a team of scientists used sonar to track two objects, 20 to 30 feet long, and photographed them with an underwater camera. A photo showed what looked like a big flipper with a bulky, rough-textured body.

Although debate still rages, emphasis seems to have shifted from trying to prove whether Nessie exists

to determining what she could be. Cryptozoologists (scientists who study mysterious animals) suggest it might be a primitive snakelike whale called zeuglondon, a long-neck seal, or a school of giant eels. Prevailing opinion, however, favors the idea that Nessie is a plesiosaur, a descendant of dinosaurs long thought extinct but somehow able to survive in the deep loch. Undoubtedly, of course, Nessie is not alone. To have survived for so many centuries, she must be part of a breeding family. In fact, more than one creature has been seen at once – although such sightings are rare.

The mystery is far from being solved. No one theory fits all data. Scientists even argue about what is actually “data.” No body or body parts identified with the monster have ever been found. And ancient myth may be, after all, simply myth.

But some photos and films do appear to be authentic. Reported Nessie sightings now number more than 3,000 and counting. Perhaps there is more truth to those old tales than we imagine after all.

20

As the word is used in this article, a likeness is

- A. something similar.
- B. a new favorite.
- C. something larger.
- D. a better example.

21

According to the information in the article, which statement is true?

- A. Every reported sighting of “Nessie” has proven to be a hoax.
- B. The evidence suggests that there is more than one “Nessie” in the loch.
- C. Modern scientific equipment has failed to find evidence of “Nessie.”
- D. Sightings of “Nessie” have decreased over the last few years.

22

Why were more sightings of “Nessie” reported after Rupert Gould’s book was published?

- A. More people had cameras to take photographs.
- B. The book proved that “Nessie” really does exist.
- C. “Nessie” became more active during the daytime.
- D. People were more comfortable telling their stories.

23

The statement from the article that comes closest to revealing the author’s own opinion on whether Nessie exists is

- A. “For centuries, debate has raged over whether a huge, unknown creature inhabits this mysterious loch.”
- B. “Stories grew more dramatic, descriptions more specific.”
- C. “His photo is believed to be authentic, but it is too blurry to prove anything.”
- D. “Perhaps there is more truth to those old tales than we imagine after all.”

24

Which of the sentences from the article is an opinion?

- A. “Residents and visitors to the Loch began coming forward with stories of sightings, some from earlier times.”
- B. “His photo is believed to be authentic, but it is too blurry to prove anything.”
- C. “To have survived for so many centuries, she must have been part of a breeding family.”
- D. “No body or body parts identified with the monster have ever been found.”

**Grade 6 Reading/Literature
SAMPLE TEST KEY 2011-2013**

Item	Key	Score Reporting Category
1	D	Develop an Interpretation
2	A	Examine Content/Structure Literary Text
3	A	Develop an Interpretation
4	D	Demonstrate General Understanding
5	C	Vocabulary
6	D	Vocabulary
7	D	Examine Content/Structure Informational Text
8	C	Demonstrate General Understanding
9	C	Develop an Interpretation
10	B	Demonstrate General Understanding
11	C	Reading to Perform a Task
12	D	Reading to Perform a Task
13	A	Reading to Perform a Task
14	B	Reading to Perform a Task
15	B	Vocabulary
16	C	Demonstrate General Understanding
17	A	Develop an Interpretation
18	A	Examine Content/Structure Literary Text
19	C	Examine Content/Structure Literary Text
20	A	Vocabulary
21	B	Demonstrate General Understanding
22	D	Develop an Interpretation
23	D	Examine Content/Structure Informational Text
24	C	Examine Content/Structure Informational Text

CONVERTING TO A RIT SCORE			
Number correct	RIT Score	Number Correct	RIT Score
1	189.0	13	224.1
2	196.6	14	225.9
3	201.4	15	227.7*
4	204.9	16	229.7
5	207.9	17	231.7
6	210.4	18	233.9
7	212.7	19	236.4
8	214.8	20	239.2**
9	216.8	21	242.7
10	218.7	22	247.3
11	220.5	23	254.7
12	222.3	24	261.9
*Likely to meet Grade 6 standards		**Likely to exceed Grade 6 standards	

Oregon Reading/Literature Sample Test

Use number 2 pencil.
Do NOT use ink or ball point pen.
Make heavy dark marks that completely fill the circle.
Erase completely any marks you wish to change.

Name of Student

Name of Teacher

Name of School

- | | | | |
|----|-----------------|----|-----------------|
| 1 | (A) (B) (C) (D) | 13 | (A) (B) (C) (D) |
| 2 | (A) (B) (C) (D) | 14 | (A) (B) (C) (D) |
| 3 | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) |
| 4 | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) |
| 5 | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) |
| 6 | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) |
| 7 | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) |
| 8 | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) |
| 9 | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) |