

**Directions: Read the story and answer the questions that follow.**

### **Finding Niesha’s Courage**

- 1 Gold and brown leaves crunched under Niesha’s boots as she made her way down the sidewalk. She could not wait to be home. The chill from the autumn winds was bad, but it was not nearly as hard to bear as the chill she felt in her heart.
- 2 She could not forget the way she had frozen in front of the class today. Mr. Roberts had divided the class into groups to do presentations. Each person in the group would speak for five minutes in front of the class. Today had been Niesha’s turn. Her legs had wobbled all the way to the front of the classroom. Her hands had shaken so badly she could not read her notes. As Niesha had spoken, her voice had become softer, trailing off to silence. Mr. Roberts had kindly ended Niesha’s part of the presentation even though she had clearly not finished. He had also asked Niesha to stay after class for a moment.
- 3 “Niesha, I know you’re shy, but you worked hard on this project. I’d hate to see you give up on yourself.” Mr. Roberts had hesitated, “If I give you until tomorrow, do you think you can find your courage?”
- 4 Niesha had nodded, grateful for the chance. She had gone as quickly as she could to her next class. She had kept her head down and hoped the school day would end soon.
- 5 When she reached her back steps that afternoon, she could see an inviting light coming from the kitchen windows. Momma was baking. When Momma baked, Niesha always watched and chatted with her. Momma always said it was Niesha’s company that made her baked goods taste so sweet.
- 6 Momma studied Niesha’s face as she came into the kitchen. “What’s wrong, Niesha?”
- 7 Tears shone in Niesha’s brown eyes. She let the whole story tumble out. Momma was silent for a moment, her hands still busy with the cake.
- 8 “Why is it that you can talk to me about anything and everything, but you can’t talk to your class?” Momma asked, sliding the round, aluminum cake pans into the oven. She set the timer and then said, “Let me show you something.”
- 9 Niesha followed Momma to her bedroom. There was a trunk at the foot of the bed filled with Momma’s old things. Momma dug around for a minute and pulled out a book filled with newspaper clippings and pictures. She flipped the dry, brown pages until she found what she was looking for—a blue ribbon that said “First Place” and a picture of herself when she was very young, standing with her parents.
- 10 “I won it for public speaking. I started the school year as the shyest girl on the speech team, but I ended the year as the blue ribbon winner. It wasn’t easy because I was a very timid girl—not sure of myself at all. I worked hard, and mostly I faced my fears. You just need to find your courage.”

- 11 That was the second time someone had told her that today. Niesha followed Momma back to the kitchen. What was it that made her so afraid?
- 12 Soon Momma’s gooey, sweet Caramel Melt Cake had risen in the pans, and Niesha sat down in the kitchen. Momma pulled the pans from the oven and put them on a wire rack to cool a little bit while she melted the caramel for the cake topping. When the caramel looked about as thick as honey, Momma let Niesha stir the chopped pecans into the mixture. The smell of the lumpy topping comforted Niesha as she wondered where she would find her courage. When the topping was ready, Momma poured it over the cake. Niesha watched the topping slide down the sides of the cake. Momma then cut a thick slab and put it in front of Niesha.
- 13 “There’s nothing better for heartache than Momma’s love baked in a cake,” said Momma.
- 14 Niesha raised a forkful of warm cake to her mouth. She could taste the caramel, the pecans—and lots of Momma’s love. All the fear in the world could not take away that love. Niesha felt safe in Momma’s kitchen.
- 15 The next day Niesha again walked to the front of the classroom to give her presentation. She could feel herself becoming nervous once more. Earlier that morning before school, Niesha had borrowed Momma’s blue ribbon for encouragement and folded it into her front pocket to take with her. As Niesha faced the class, preparing to speak, she remembered the ribbon in her pocket. She thought of the smell of Momma’s kitchen, the old newspaper clippings, the safety she felt at home, but most importantly, Momma’s supportive words. Niesha took a deep breath and began to speak with confidence. Today she found her courage.

**1 Read this sentence from paragraph 1.**

**The chill from the autumn winds was bad, but it was not nearly as hard to bear as the chill she felt in her heart.**

**In this sentence, the author draws an analogy between the —**

- A** cold of autumn and a feeling of sadness
- B** strength of autumn winds and a feeling of shame
- C** need to dress warmly and a feeling of shyness
- D** fall weather and a feeling of power

**2 Read this dictionary entry.**

**trail** (trāl) *n.* **1.** A pathway, footpath, or track.  
*v.* **2.** To follow behind. **3.** To grow weak or quiet.  
**4.** To hang, droop, or spill over.

**Which definition of trail is used in paragraph 2?**

- F** 1
- G** 2
- H** 3
- J** 4

**3 Read this sentence from paragraph 4.**

**She had kept her head down and hoped the school day would end soon.**

**What caused Niesha to act this way?**

- A** She was worried that her teacher was frustrated with her.
- B** She was hurt because her group did not help with the project.
- C** She knew that her mother would be upset to learn what happened.
- D** She was embarrassed because she did not do well presenting her project.

**4 Read this sentence from paragraph 8.**

**“Why is it that you can talk to me about anything and everything, but you can’t talk to your class?”**

**Which of these says the same thing in a different way?**

- F** Maybe you should try talking to your class but not to me.
- G** I don’t understand why you can talk to me but not your class.
- H** You should pretend you’re talking to me when you talk to your classmates.
- J** You should be able to tell your classmates the same things you tell me.

**5 Based on paragraphs 9 and 10, the reader may *best* conclude that —**

- A** Niesha’s mother is disappointed by her daughter’s performance
- B** Niesha fears her teacher will dislike her presentation
- C** Niesha will be encouraged by her mother’s story
- D** Niesha wants to learn to bake like her mother

**6 Which question is answered in paragraphs 12 through 14?**

- F** How does watching Momma bake in her kitchen make Niesha feel?
- G** Why is Momma’s gooey Caramel Melt Cake Niesha’s favorite?
- H** When is Niesha’s favorite time to watch her mother baking?
- J** What is the recipe for Momma’s Caramel Melt Cake?

**7 If the author were to add a paragraph to the end of the story, what would it *most* likely be about?**

- A** Niesha’s speech in front of her class
- B** Niesha’s relationship with her mother
- C** Niesha trying Momma’s new cake recipe
- D** Niesha talking with Mr. Roberts about courage

**8 The author uses repetition in the story by having two characters —**

- F** tell Niesha that she is shy
- G** ask Niesha what is wrong
- H** talk about finding courage
- J** tell how they found courage

**9 How does Niesha’s character change in this story?**

- A** She learns that she can overcome her anxiety.
- B** She discovers that she is a better speaker than her mother.
- C** She finds out that true friends offer support.
- D** She realizes that some uneasiness can be helpful.

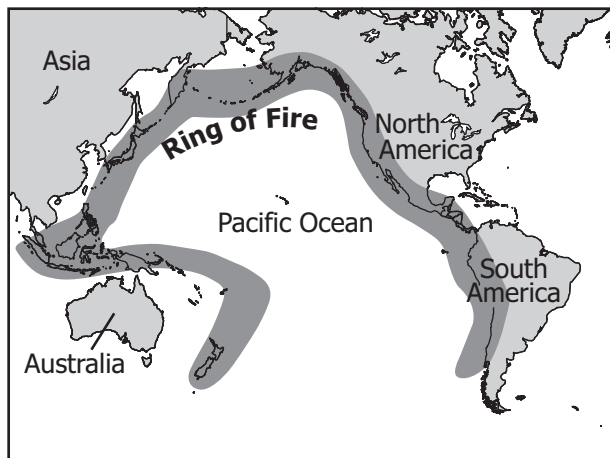
**10 Which word *best* describes Niesha and Momma’s relationship?**

- F** Equal
- G** Caring
- H** Interesting
- J** Typical

**Directions: Read the article and answer the questions that follow.**

## Along the Ring of Fire

- 1 Off the coast of Alaska, molten rock rises through cracks in the floor of the Pacific Ocean. This superheated material known as magma oozes like toothpaste squeezed from a tube. Stretching, grumbling, and erupting, the earth slowly builds a new island.
- 2 Along the Pacific coast of South America, one part of the planet's surface gradually drifts toward another. Although difficult to believe, the rocky outer crust of Earth is not solid; rather, it is broken up into gigantic pieces called plates. Up to 250 miles thick, the plates, which float on top of a softer layer of hot rock, move at a pace of 0.39 to 3.94 inches per year. As the plates slide past one another, the action can sometimes result in volcanic activity.
- 3 These dramatic events take place thousands of miles apart, yet they are connected. Surrounding the Pacific Ocean is a circle of volcanoes that includes more than half of the world's active volcanoes. While many are sleeping giants, others ooze lava and toss ash and rock into the air. This region is called the Ring of Fire.
- 4 The Ring of Fire stretches from the west coast of South America northward to Alaska. It curves left at the Aleutian Islands and crosses the Pacific Ocean. Then it heads down the east coast of Asia toward New Zealand.



### Historical Eruptions

- 5 Major volcanic eruptions along the Ring of Fire make history. In 1883 Krakatoa, an island volcano at the western edge of the ring, erupted in four explosions. The third explosion was so loud that it could be clearly heard 3,000 miles away. Krakatoa heaved a massive dust cloud nearly 50 miles into the air. For a year, that cloud shrouded Earth and changed the weather worldwide.
- 6 Closer to home, Mount St. Helens, a volcano in the Cascade Range in Washington, erupted in 1980. Although Mount St. Helens did not spew lava, it did cause tremendous damage. This eruption hurled a cloud of superheated ash, dirt, rock, and gases into the air. The ash blew eastward and was thick enough to disrupt travel. The side of the mountain fell away, causing a landslide.
- 7 In 1991 Mount Pinatubo in the Philippines erupted after 600 quiet years. During four days in June, Pinatubo released more than 20 million tons of debris into the air, destroying many homes.

- 8 Some volcanoes erupt more quietly, with lava oozing through the cracks in Earth’s surface. This type of volcano is found in Hawaii. Fluid lava from a volcano, such as Kilauea, tends to advance slowly but still causes extensive damage. Deep beneath the surface of the ocean, the Ring of Fire is destructive, but it is constructive too. How can a volcano destroy and build at the same time?

### **How Volcanoes Can Be Helpful**

- 9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.
- 10 Island chains like Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.
- 11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands, it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. A form of aluminum appears on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.
- 12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life will rise from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.



- 11 The images created by the words in paragraph 1 show that the magma is —**
- A** cool and hardened
  - B** quiet and calm
  - C** dry and breakable
  - D** moving and changing
- 12 If the author were to add information to the end of paragraph 2, what would *most likely* be the topic?**
- F** Effects of moving plates on the formation of volcanoes
  - G** Active volcanoes in parts of the world other than the Ring of Fire
  - H** Impact to the ocean floor when a new volcano forms
  - J** Recent volcanic eruptions along the Ring of Fire
- 13 In paragraph 5, the word shrouded means —**
- A** made a loud noise
  - B** became smaller
  - C** covered completely
  - D** kept away from

**14 Which question is answered in paragraph 9?**

- F** Why does volcanic rock crumble?
- G** How does plant life reach a new island?
- H** What kinds of birds are attracted to a new island?
- J** How long does it take for lava to harden into rock?

**15 Which word does the author define in paragraph 10?**

- A** volcanic
- B** active
- C** dormant
- D** slopes

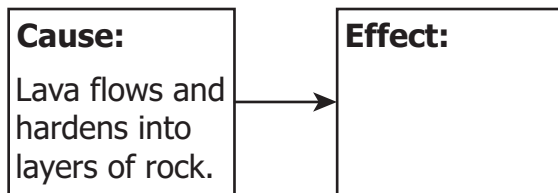
**16 According to the article, the eruptions of Mount St. Helens and Kilauea were similar because both —**

- F** caused much damage
- G** released huge clouds of ash
- H** caused landslides
- J** produced fireworks

**17** According to the article, which volcanic explosion caused a change in the weather for a significant period of time?

- A** Mount Fuji
- B** Mount St. Helens
- C** Mount Pinatubo
- D** Krakatoa

**18** Read this chart.



Which of these *best* completes the chart?

- F** Magma oozes through cracks.
- G** Plates float into each other.
- H** The weather is changed.
- J** An island is created.

**19 Which sentence from the article states an *opinion*?**

- A** Surrounding the Pacific Ocean is a circle of volcanoes that includes more than half of the world's active volcanoes.
- B** It curves left at the Aleutian Islands and crosses the Pacific Ocean.
- C** After a volcano erupts, lava flows and then hardens into rock.
- D** Volcanic activity creates some of the most spectacular fireworks found in nature.

**20 Which paragraph *best* describes where the Ring of Fire is located?**

- F** 2
- G** 3
- H** 4
- J** 5

**21 The main purpose of this article is to —**

- A** persuade readers to research and study more about geographic wonders
- B** tell readers about a group of volcanoes and the resources they provide
- C** explain to readers where some household materials come from
- D** demonstrate to readers the ways in which volcanoes differ from one another

**Directions: Read the story and answer the questions that follow.**

## **Pole Bean Pursuit**

- 1 "Beans," Mr. Chiba said seriously, "grow like any other plant. How fast they grow depends on two factors: environment and heredity. What a plant receives from its surroundings and what it receives from previous generations are equally important." That is how the science teacher introduced the "Pole Bean Pursuit." It was a contest to see which variety of pole bean would grow the fastest and the tallest. "Think of it as the Bean Olympics," Mr. Chiba joked.
- 2 Antonio knew immediately which type of pole bean he would enter in the contest. For as long as Antonio could remember, his family had planted a special "family bean." It was a flat bean that an ancestor had brought from Sicily generations ago. His grandmother planted the beans and harvested them, but she always saved some seeds from the biggest plants. She planted those seeds the next year. Everyone in his family talked about these family beans so often and served them at many meals, Antonio assumed they would be unbeatable beans. They would give him an edge in the race.
- 3 However, the plan did not work out that way. Although Antonio's beans looked healthy, they did not grow as fast or climb as high as any of the other students' bean plants. Antonio's beans obeyed their own special calendar. They refused to be rushed by the other beans. "Come on, you guys! Let's get moving," Antonio scolded his bean plants when no one was looking.
- 4 The other students selected beans from seed catalogs. Their beans had promising names like "Wonder" or "Top Crop." One variety was even named "Meteor." That was the bean Cynthia planted, and her plants climbed almost to the top of the fence. Antonio's plants lingered near the middle of the fence. He and his plants were in last place.
- 5 Still, Antonio's beans attracted plenty of attention. They had fluffy, purple blossoms that stood out against other drab, white blossoms. When Antonio's beans began to form, they were large, flat, and wide, unlike the pencil-thin beans that dangled from the fence. Antonio was used to the appearance of the beans, but the other students were interested in them.
- 6 On the day of the final measurements, Antonio was not surprised that his beans placed last. *If Mr. Chiba awarded a prize for the slowest, shortest pole bean, I would win,* he thought.
- 7 Mr. Chiba handed out blue ribbons for the fastest-growing and the tallest bean plants. "Now there remains only one final test, and it is just as important: the taste test."
- 8 Mr. Chiba used a Bunsen burner to heat water. He steamed a few of the beans from each of the students' vines. When he finished preparing the beans, he had three students serve as judges. "You have to wear blindfolds," Mr. Chiba said, "to make the judging as scientific as possible."

- 9 Antonio could not stop thinking about how slowly his bean plants grew. *I should have chosen one of the beans from a seed catalog, like "Rocket" or "Shooting Star." I bet those varieties would have really climbed.*
- 10 After the three judges tasted the beans, Mr. Chiba counted the results. "We have a winner," Mr. Chiba announced. "The judges all agree that Antonio's beans are the winner."
- 11 Sherry said she loved the taste, though she did not even like green beans. Mr. Chiba said, "I tasted the beans, and I agree with the results. What can you tell us about this variety, Antonio?"
- 12 Antonio grinned at this unexpected turn of events. "We call it our 'family bean.' It doesn't grow fast or very tall, but it tastes good. This bean is not new. In fact, it's a very old bean. The beans were saved by my grandmother from beans her great-grandmother brought over from Sicily. The flavor reminded her of home."
- 13 "I think I can tell you something else about this bean, Antonio," Mr. Chiba said.
- 14 "What's that?" Antonio asked.
- 15 "If you'll let me have some of the seeds, I'm going to make this my family bean too!"

**22 Which word *best* describes Antonio's mood in paragraph 3?**

- F** Impatient
- G** Fearful
- H** Unsure
- J** Embarrassed

**23 To which sense do the images in paragraph 5 *most* appeal?**

- A** Smell
- B** Taste
- C** Touch
- D** Sight

**24 In paragraph 5, how does Antonio's opinion of his beans compare with the other students' reactions?**

- F** The students are curious about the history of the beans, but Antonio is embarrassed by it.
- G** The students are amazed at how slowly the beans grow, while Antonio is upset about it.
- H** The students are delighted with the taste of the beans, whereas Antonio is tired of it.
- J** The students are interested in the shape of the beans, whereas Antonio is used to it.

**25 The author uses italics in paragraphs 6 and 9 to show —**

- A** the action in the background
- B** what the students are saying
- C** what Mr. Chiba is feeling
- D** what Antonio is thinking

**26 Based on the events in this story, the reader may *best* predict that Antonio will probably —**

- F** begin growing beans bought from a seed catalog
- G** carry on the tradition of planting the family beans
- H** invite his teacher to have a bean dinner with his family
- J** experiment with ways to improve the family bean

**27 Why does Antonio assume that his beans will win the pole bean contest?**

- A** His family has always thought the beans were special.
- B** The blossoms of his beans are different from the other blossoms.
- C** His teacher announces that the taste test is the most important test.
- D** The classroom environment provides ideal growing conditions.



**28 Mr. Chiba’s character is revealed mainly through —**

- F** what he says
- G** his thoughts
- H** his actions
- J** what others say about him

**29 Which event signals the turning point of the story?**

- A** Mr. Chiba appoints three students to be judges.
- B** The beans Antonio enters win the taste test.
- C** Sherry declares that she dislikes green beans.
- D** The other students buy beans from catalogs.

**30 Read these results from an online search about pole beans.**

Search: <input type="text" value="pole beans"/>	Results: 1–4 of 79
<b>Commercial Pole Beans</b> <b>Pole beans</b> are grown in the hill counties and, . . . <b>Pole beans</b> are grown for their special flavor, long pods, plentiful production, . . .	
<b>Grow Pole Beans in Your Garden</b> Plant seeds of <b>pole beans</b> 3 to 5 inches apart in rows 2 to 3 feet apart; . . . Snap <b>beans</b> , string <b>beans</b> , and <b>pole beans</b> are the early pods and <b>beans</b> of . . .	
<b>Treasured Beans</b> Our work is mainly to preserve historic varieties of snap <b>beans</b> and <b>pole beans</b> from around the world.	
<b>Pole Bean Project</b> Use your <b>pole beans</b> to build a fun hiding place for your children while growing enough <b>beans</b> to feed your family this summer.	

**Which search result would provide the *best* information about the great-grandmother’s beans from Sicily?**

- F** Commercial Pole Beans
- G** Grow Pole Beans in Your Garden
- H** Treasured Beans
- J** Pole Bean Project

**31 Which sentence from the story contains a comparison?**

- A** His grandmother planted the beans and harvested them, but she always saved some seeds from the biggest plants.
- B** That was the bean Cynthia planted, and her plants climbed almost to the top of the fence.
- C** When Antonio’s beans began to form, they were large, flat, and wide, unlike the pencil-thin beans that dangled from the fence.
- D** Mr. Chiba handed out blue ribbons for the fastest-growing and the tallest bean plants.

**Directions: Read the flier and answer the questions that follow.**

## Grand Opening of *The Book Nook*

**Saturday, March 4 10 A.M. to 10 P.M.**

You will not want to miss this celebration for the opening of your new neighborhood bookstore! Conveniently located at 2289 Main Street, The Book Nook is within walking distance of schools and many homes and businesses. Come check out The Book Nook on Saturday!

Festivities will include:

- Free refreshments
- Live music by local musicians
- One Book-of-the-Month Club membership giveaway

### **Wide Selection**

The Book Nook has three floors packed to the brim with books of all kinds—any kind you could want. If we do not have the book you are looking for, we can special order it for you. You will have it in your hands in two days!



### **Reading Nooks**

We are proud of our children's reading area (located behind the Poetry Section on the first floor), as well as our teenagers' nook on the second floor. Come for the festivities and stay awhile! Settle in one of these inviting reading areas; curl up with a good book and a free cup of hot chocolate. You will discover the perfect way to spend a few hours.

### **Book Events**

The Book Nook will be featuring monthly book signings by different authors, giving you a chance to meet and speak with well-known writers. Do not miss the unforgettable experience of hearing distinguished authors read aloud from their own books!

We also have summer reading programs for children of all ages. These programs are a terrific way to meet other children and share ideas about your favorite books.

### **The Book-of-the-Month Club**

Our Book-of-the-Month Club will feature 12 books each year. As a member, you will select one newly released title each month from the category of your choice. The membership fee is \$120.00. That is a great price for 12 books per year!

So please join us on Saturday and learn about all that The Book Nook has to offer. You can come anytime between 10 A.M. and 10 P.M.—the celebration lasts all day long!

**32** Read this sentence from the flier.

The Book Nook has three floors packed to the brim with books of all kinds—any kind you could want.

The phrase “packed to the brim” creates an image of being —

- F** completely full
- G** very similar
- H** recently created
- J** larger than

**33** Based on the section “Reading Nooks,” a nook is a —

- A** summer program for teenage readers
- B** club that people may join to share their interests
- C** gift that may be won in a contest
- D** comfortable space set aside for a certain purpose

**34 Read this sentence from the flier.**

**Do not miss the unforgettable experience of hearing distinguished authors read aloud from their own books!**

**The author *most* likely uses the phrase “distinguished authors” to —**

- F** celebrate the success the authors will have at the store
- G** inspire authors to become better writers
- H** suggest the quality of authors the store will attract
- J** compare different authors to one another

**35 Read this sentence from the flier.**

**The membership fee is \$120.00.**

**Adding the suffix -ship to the word member makes a word that means —**

- A** something from a member
- B** the state of being a member
- C** becoming a member again
- D** the act of benefiting a member

**36** According to the flier, which feature of The Book Nook is especially for children?

- F** The summer reading programs
- G** The Book-of-the-Month Club
- H** The Grand Opening celebration
- J** The entire first floor

**37** According to the flier, The Book Nook will special order a book for a customer if the —

- A** store is farther than walking distance from where the customer lives
- B** customer is not able to go to the book signings
- C** store does not currently have the book the customer wants
- D** customer works for a nearby business

**38** The *most* likely reason for the grand opening festivities is to —

- F** show appreciation for the customers
- G** share items the store already has
- H** encourage people to visit the store
- J** highlight upcoming events

**39** Based on information presented in the flier, the reader may *best* predict that The Book Nook will —

- A** remain open past 10:00 on the evening of the grand opening
- B** attract customers of various backgrounds and interests
- C** send more than one book per month to the club members
- D** open other store locations throughout town

**40** The *most* likely reason the grand opening of The Book Nook is scheduled to last all day is to —

- F** allow as many people as possible to come when they have the time
- G** show that the store will be open during those same hours every day of the week
- H** let as many authors as possible read from their work
- J** give away a large number of refreshments

**41** If the author were to add information about the different types of books found at The Book Nook, in which section would it *best* belong?

- A** Wide Selection
- B** Reading Nooks
- C** Book Events
- D** The Book-of-the-Month Club

**42** Which sentence *best* expresses the main purpose of the flier?

- F** You will discover the perfect way to spend a few hours.
- G** The Book Nook will be featuring monthly book signings by different authors, giving you a chance to meet and speak with well-known writers.
- H** Our Book-of-the-Month Club will feature 12 books each year.
- J** So please join us on Saturday and learn about all that The Book Nook has to offer.



You do not need to read a passage to answer the following questions. Read and answer the questions.

43 Read this sentence.

Jason looked down the sheer side of the mountain.

Which meaning of sheer is used in this sentence?

- A extending steeply
- B thin and see-through
- C free from other ingredients
- D complete in feeling or thought

44 Read this sentence.

Amy decided that some dates in a biography were not consistent with what she read in other resources.

Which word from this sentence has a prefix that means life?

- F decided
- G biography
- H consistent
- J resources

**45 Read this table of contents.**

<b>Robots</b>	
<b>Chapter</b>	<b>Page</b>
1 What is a Robot? . . . . .	4
2 The History of Robots . . . . .	20
3 How Robots Work . . . . .	26
4 Robots in Factories . . . . .	38
5 Exploring Space with Robots . . . .	44
6 Robots for Fun . . . . .	51
7 Robots of the Future . . . . .	61

**Which chapter would *most* likely have information about robots that help assemble automobiles?**

- A** 2
- B** 3
- C** 4
- D** 6



**Answer Key-6063-R0111**

<b>Test Sequence Number</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	A	001	Use word analysis strategies and information resources
2	H	001	Use word analysis strategies and information resources
3	D	002	Demonstrate comprehension of printed materials
4	G	002	Demonstrate comprehension of printed materials
5	C	002	Demonstrate comprehension of printed materials
6	F	002	Demonstrate comprehension of printed materials
7	A	002	Demonstrate comprehension of printed materials
8	H	002	Demonstrate comprehension of printed materials
9	A	002	Demonstrate comprehension of printed materials
10	G	002	Demonstrate comprehension of printed materials
11	D	002	Demonstrate comprehension of printed materials
12	F	002	Demonstrate comprehension of printed materials
13	C	001	Use word analysis strategies and information resources
14	G	002	Demonstrate comprehension of printed materials
15	C	001	Use word analysis strategies and information resources
16	F	002	Demonstrate comprehension of printed materials
17	D	002	Demonstrate comprehension of printed materials
18	J	002	Demonstrate comprehension of printed materials
19	D	002	Demonstrate comprehension of printed materials
20	H	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	F	002	Demonstrate comprehension of printed materials
23	D	002	Demonstrate comprehension of printed materials
24	J	002	Demonstrate comprehension of printed materials
25	D	002	Demonstrate comprehension of printed materials
26	G	002	Demonstrate comprehension of printed materials
27	A	002	Demonstrate comprehension of printed materials
28	F	002	Demonstrate comprehension of printed materials
29	B	002	Demonstrate comprehension of printed materials
30	H	001	Use word analysis strategies and information resources
31	C	001	Use word analysis strategies and information resources
32	F	002	Demonstrate comprehension of printed materials
33	D	001	Use word analysis strategies and information resources
34	H	002	Demonstrate comprehension of printed materials
35	B	001	Use word analysis strategies and information resources
36	F	002	Demonstrate comprehension of printed materials
37	C	002	Demonstrate comprehension of printed materials
38	H	002	Demonstrate comprehension of printed materials
39	B	002	Demonstrate comprehension of printed materials
40	F	002	Demonstrate comprehension of printed materials
41	A	002	Demonstrate comprehension of printed materials
42	J	002	Demonstrate comprehension of printed materials
43	A	001	Use word analysis strategies and information resources
44	G	001	Use word analysis strategies and information resources
45	C	001	Use word analysis strategies and information resources

**Spring 2011 Released**  
**Grade 6 Standards of Learning Reading Test**  
**Total Raw Score to Scaled Score Conversion Table for**  
**Multiple Choice Form R0111, Core 1**

<b>Total Raw Score</b> If you get this many items correct:	<b>Total Scaled Score</b> Then your converted scaled score is:
0	000
1	119
2	164
3	192
4	213
5	229
6	244
7	256
8	267
9	277
10	287
11	295
12	304
13	312
14	319
15	327
16	334
17	341
18	347
19	354
20	361
21	367
22	374
23	380
24	386
25	393
26	399
<b>27</b>	<b>406</b>
28	413
29	419
30	426
31	434
32	441
33	449
34	457
35	466
36	475
37	485
38	496
<b>39</b>	<b>508</b>
40	522
41	538
42	558
43	585
44	600
45	600

A **total raw score** (left column) is converted to a **total scaled score** (right column). The total scaled score may range from 0 to 600.

A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.