



Computer-Based  
Sample Test  
Scoring Guide  
Grade 6 ELA



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Prepared by the Arizona Department of Education*

## About the Sample Test Scoring Guide

The Arizona's Academic Standards Assessment (AASA) Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AASA Sample Test items.

Within this guide, each item is presented with the following information:

- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AASA Grade 6 ELA.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Reading for Information	Key Ideas and Details	6.RI.2	2

### Passage:

- *Prairie Dogs*

What is the central idea of the passage?

- A. The calls made by prairie dogs have many different meanings.
- B. An alarming sound from one prairie dog causes the others to hide.
- C. Hawks and coyotes present a major threat to prairie dogs.
- D. Prairie dogs change their behaviors based on different colors.

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
2	Reading for Information	Craft and Structure	6.RI.5	2

*Note: This question has two parts – Part A*

This question has **two** parts. First answer Part A. Then answer Part B.

### **Part A**

Paragraph 5 is included in the passage to—

- A. provide evidence showing the researcher spent a lot of time gathering data
- B. create a list of the different species used to test the prairie dogs
- C. include step-by-step instructions for others to be able to copy the study
- D. describe the equipment used by the researcher in the study

*(Continued on the next page)*

*Note: This question has two parts (cont.) – Part B*

**Part B**

Which other paragraph from the passage has the same function as the answer in Part A?

- A. paragraph 2
- B. paragraph 7
- C. paragraph 9
- D. paragraph 11

**(1 Point)** Student selected the correct answer for each part.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
3	Reading for Information	Craft and Structure	6.RI.6	2

Which sentence from the passage **best** reveals the author’s purpose?

- A. “Prairie dogs got their name because people thought their calls sounded a little like a dog’s bark.” (paragraph 1)
- B. “But while the calls for flying hunters like hawks are mostly the same, the calls for animals on the ground are different from one another.” (paragraph 4)
- C. “Then Slobodchikoff tried different types of dogs, using huskies, retrievers, and even a miniature poodle.” (paragraph 7)
- D. “Though Slobodchikoff may not have proved that prairie dogs actually talk, he has confirmed what most of us have suspected: animals have a lot to tell us.” (paragraph 11)

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
4	Reading for Information	Integration of Knowledge and Ideas	6.RI.8	2

Read paragraphs 6 and 7 from the passage.

Which **three** details from these paragraphs support the claim from paragraph 9 that “prairie dogs tell each other some pretty detailed things”?

**6** The prairie dogs watched regular dogs the same way they watched coyotes, but not as intensely. Their reactions to humans depended on past experience. In an area where humans had hunted them, the prairie dogs dove into their burrows to hide; in places where people left them alone, they didn't react much at all. The prairie dogs **responded to the cutouts in various ways**, but not the same way they did to real predators.

**7** They even gave different calls when people wore different clothes! There was a call for a human in a white T-shirt and **another for a human in a yellow T-shirt**. Then Slobodchikoff tried different types of dogs, using huskies, retrievers, and even a miniature poodle. Again, **the calls changed for each type of dog**.

*(Continued on the next page)*

*Scoring Rubric – Item Number 4*

Scoring Rubric	
Score	Description
1	The correct answers are selected: <ul style="list-style-type: none"><li>• "responded to the cutouts in various ways"</li><li>• "another for a human in a yellow T-shirt"</li><li>• "the calls changed for each type of dog"</li></ul>
0	The response is incorrect or irrelevant.

**(1 Point)** Student selected all of the correct answers.



## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
5	Reading for Information	Key Ideas and Details	6.RI.1	1

Which detail from the passage supports the conclusion that prairie dogs are intelligent?

- A. "Their alarm calls are halfway between the buzzing of a kazoo . . ." (paragraph 2)
- B. "Using the pictures of the sounds, he compared one sound to another . . ." (paragraph 3)
- C. ". . . he worked harder to prove his findings, testing them again and again." (paragraph 8)
- D. ". . . also pay attention to the order of the sounds they make." (paragraph 10)

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
6	Reading for Information	Key Ideas and Details	6.RI.3	2

Select **two** ways that Dr. Slobodchikoff elaborates on his research about how prairie dogs make different alarm calls.

- A. studies the chatter in addition to calls
- B. compares the sounds of the calls to musical instruments
- C. suggests that the barking calls make them like watchdogs
- D. measures the distance that the calls can still be heard
- E. tests calls made in response to wood cutouts

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
7	Reading for Information	Key Ideas and Details	6.RI.3	2

Based on the information in the passage, select whether there are differences in the prairie dogs' reactions to each category.

Select **all** the correct answers.

Category	Reactions Stay the Same	Reactions Change
Birds of prey	<input checked="" type="radio"/>	<input type="radio"/>
Different people	<input type="radio"/>	<input checked="" type="radio"/>
Different species of dogs	<input type="radio"/>	<input checked="" type="radio"/>
Prairie dog chatter	<input checked="" type="radio"/>	<input type="radio"/>

Scoring Rubric	
Score	Description
1	<p>The student selects all the correct answers.</p> <ul style="list-style-type: none"> <li>• Birds of prey: Reactions Stay the Same</li> <li>• Different people: Reactions Change</li> <li>• Different species of dogs: Reactions Change</li> <li>• Prairie dog chatter: Reactions Stay the Same</li> </ul>
0	The response is incorrect or irrelevant.

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
8	Reading for Information	Craft and Structure	6.RI.4	2

Read this sentence from paragraph 2.

Prairie dogs live in colonies called towns, and they depend on each other to sound distinctive alarms if danger approaches.

Select the **two** words that can each replace distinctive as it is used in the sentence.

- A. extraordinary
- B. particular
- C. peculiar
- D. typical
- E. unique

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
9	Reading for Literature	Craft and Structure	6.RL.4	2

### Passages:

- *A Monkey Tail*
- *Resourceful Mina*

In paragraph 1 of "A Monkey Tail," which **two** ways does the author's use of the word "clever" to describe Monkey affect the meaning of the passage?

- A. It shows that Monkey has been educated in the past.
- B. It emphasizes that Monkey can plot ideas quickly.
- C. It indicates that Monkey uses creative language when speaking.
- D. It establishes that Monkey enjoys being playful.
- E. It suggests that Monkey is sly with others.

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
10	Reading for Literature	Key Ideas and Details	6.RL.3	3

Which **two** details from paragraph 14 of “A Monkey Tail” **most** help develop Monkey’s character?

**14** Monkey wrapped the cakes and took them, leaving the frustrated baker behind. Around a bend in the path, Monkey stopped to rest. **He was exceedingly proud of himself.** He had a cut on the tip of his tail, but it was a very long tail, and **he had enjoyed a delightful day of trickery** that had earned him a stack of cakes. Some he would eat, the remainder he would sell in the village.

Scoring Rubric	
Score	Description
1	The following answers must be selected to be correct: <ul style="list-style-type: none"> <li>• He was exceedingly proud of himself.</li> <li>• he had enjoyed a delightful day of trickery</li> </ul>
0	The response is incorrect or irrelevant.

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
11	Reading for Literature	Craft and Structure	6.RL.6	2

Which statement by Monkey in “A Monkey Tail” reveals the **most** about his point of view?

- A. “ ‘Please, Mr. Barber, can you help remove this thorn from my tail?’ ” (paragraph 3)
- B. “ ‘Excuse me, dear sir, may I offer some assistance?’ ” (paragraph 11)
- C. “ ‘You are welcome to use my wood and finish cooking those cakes.’ ” (paragraph 11)
- D. “ ‘You have burned all my firewood, and now you are indebted to me.’ ” (paragraph 13)

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
12	Reading for Literature	Craft and Structure	6.RL.5	2

The **main** reason the author repeats certain sentences throughout “A Monkey Tail” is to—

- A. emphasize Monkey’s commitment to getting what he wants
- B. show that Monkey believes in treating everyone the same way
- C. indicate how aware Monkey is of others’ expectations of him
- D. suggest that Monkey is playing a similar trick on each person

**(1 Point)**



## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
13	Reading for Literature	Craft and Structure	6.RL.5	2

What is the purpose of paragraphs 1 and 4 in the passage “Resourceful Mina”?

Move the correct answer to each box. Not all answers will be used.

**Purpose of Paragraph 1**

To interest the reader by revealing the story’s climax

**Purpose of Paragraph 4**

To establish for the reader the start of the story’s plot

To clarify for the reader the story’s main problem

Scoring Rubric	
Score	Description
1	Purpose of Paragraph 1: To interest the reader by revealing the story’s climax Purpose of Paragraph 4: To establish for the reader the start of the story’s plot
0	The response is incorrect or irrelevant.

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
14	Reading for Literature	Key Ideas and Details	6.RL.2	3

*Note: This question has two parts – Part A*

This question has **two** parts. First answer Part A. Then answer Part B.

### Part A

Read this sentence from paragraph 4 of “Resourceful Mina.”

Alma makes excellent sandwiches, so Mina happily took the offered half.

The details in this sentence contribute to the central idea of the passage by showing that Mina—

- A. wants to compliment people who deserve praise
- B. has respect for the members of her family
- C. is willing to make use of the talents of others
- D. puts a high value on enjoying good food

*(Continued on the next page)*

*Note: This question has two parts (cont.) – Part B*

**Part B**

How do other details in the passage support the answer in Part A?

Complete the sentence by selecting the correct answers from the drop-down menus.

Mina's later encounter with  functions similarly because

Mina .

Part B - Scoring Rubric	
Score	Description
1	Student selected the correct answers for Part B. 1. Molly 2. relies on the work of someone else
0	The response is incorrect or irrelevant.

**(1 Point)** Student selected the correct answer(s) for each part.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
15	Reading for Literature	Key Ideas and Details	6.RL.1	2

Which sentence from “Resourceful Mina” **best** explains why Mina takes what she does from Frank?

- A. “She strode to first period with one-fourth of a sandwich and a very cool, sparkly pencil.” (paragraph 8)
- B. “ ‘The winning art fair poster gets a free pizza from Lucia’s Pizzeria,’ explained Molly.” (paragraph 12)
- C. “ ‘Well, you can use my pencil,’ suggested Mina with a smile.” (paragraph 13)
- D. “Once she was done, they turned their attention to Mina’s poster.” (paragraph 16)

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
16	Reading for Literature	Integration of Knowledge and Ideas	6.RL.9	3

Explain what lesson was learned in both “A Monkey Tail” and “Resourceful Mina.”

Enter your answer in the space provided.

**B**
*I*
U
☰
☰
↶
↷
abc
1000

Scoring Rubric	
Score	Description
1	<p>A top response should include one or more pieces of the following information: Both Monkey and Mina get the things they want (cakes, pizza) through a series of tricks, however, they both learn in the end that using deceptive means or trickery to get something often results in unfavorable consequences. Students may refer to other similarities and lessons such as the following:</p> <ul style="list-style-type: none"> <li>• The ultimate lesson(s) may include:                             <ul style="list-style-type: none"> <li>○ You are not able to enjoy what you get via deception.</li> <li>○ If you fool others, you yourself may be fooled.</li> <li>○ Being selfish/greedy is not rewarding.</li> </ul> </li> </ul>
0	<ul style="list-style-type: none"> <li>• The response is incorrect.</li> <li>• The response is not based on the text.</li> <li>• No response is provided.</li> </ul>

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
17	Reading for Literature	Key Ideas and Details	6.RL.3	2

In “Resourceful Mina,” when Mina learns there is a prize to be won, she responds by—

- A. coming up with a way to influence someone to help her win
- B. figuring out how to share in the prize no matter who wins
- C. developing a plan for what she will do after she wins the prize
- D. sharing ideas with the person who is most likely to win

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
18	Reading for Information	Craft and Structure	6.RI.5	3

### Passages:

- *Folding the Future*
- *from “Simple Inventions: Lighting with Less”*

*Note: This question has two parts – Part A*

This question has **two** parts. First answer Part A. Then answer Part B.

#### **Part A**

The section “The First Fold” is included in “Folding the Future” to—

- A. provide background information to introduce a larger concept
- B. compare origami techniques from the past and present
- C. provide the reader with basic understanding of another language
- D. list the materials needed for the reader to try origami

*(Continued on the next page)*

*Note: This question has two parts (cont.) – Part B*

**Part B**

Which detail from the passage supports the answer in Part A?

- A. “The name origami comes from two Japanese words . . .” (paragraph 2)
- B. “. . . oldest known origami instructions (for a paper crane) are from Japan, about 200 years ago.” (paragraph 2)
- C. “No cutting or tearing is allowed . . .” (paragraph 3)
- D. “. . . are taking the art to a whole new level.” (paragraph 3)

**(1 Point)** Student selected the correct answer for each part.



## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
19	Speaking and Listening	Comprehension and Collaboration	6.SL.2	1

In “Simple Inventions: Lighting with Less,” the information about the clear plastic bottle and the glue helps the listener understand—

- A. a way to make crafts
- B. the effort required to save energy
- C. a way to create light
- D. the importance of light

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
20	Speaking and Listening	Comprehension and Collaboration	6.SL.2	2

In “Simple Inventions: Lighting with Less,” the speaker suggests that light can be produced with little expense. Select **two** details from the recording that support this claim.

- A. Electricity can be stored in a car battery for future use.
- B. Power stations make light for pennies a day.
- C. Everyone needs light to read or work during the night.
- D. A dynamo creates enough electricity to power small appliances.
- E. Inventors are devising ways to use electricity.

**(1 Point)** Student selected all of the correct answers.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
21	Reading for Information	Integration of Knowledge and Ideas	6.RI.7	2

Which idea is developed in both the passage and the recording?

- A. Designing complex objects can be difficult.
- B. Light can be captured in different ways.
- C. Using inexpensive materials can be complicated.
- D. Simple methods can be used in new ways.

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
22	Language	Conventions of Standard English	6.L.2.a	1

### Passage:

- *The Wild Horses of Assateague Island*

Select the correct phrase for the underlined section of the passage.

It is Assateague Island which lies off the coasts of Maryland and Virginia.

- A. Island, which lies off the coasts of Maryland and
- B. Island which lies off the coasts, of Maryland and
- C. Island which lies off the coasts of Maryland, and
- D. correct as is

**(1 Point)**

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
23	Language	Conventions of Standard English	6.L.2.b; 6.L.1.d	1

*Note: This question has two parts – Part A*

This question has **two** parts. Answer Part A and Part B.

Select the correct word or phrase for the underlined sections of the passage.

### Part A

This fence seperates Virginia's horses from Maryland's horses.

- A. sepperates
- B. separates
- C. seperats
- D. correct as is

*(Continued on the next page)*

*Note: This question has two parts (cont.) – Part B*

**Part B**

As a result, they help manage the animals.

- A. herds
- B. horses
- C. humans
- D. correct as is

**(2 Points)** Student selected the correct answer for each part.

## Grade 6 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
24	Language	Conventions of Standard English	6.L.1; 6.L.2	1

*Note: This question has two parts – Part A*

This question has **two** parts. Answer Part A and Part B.

Select the correct word or phrase for the underlined sections of the passage.

### **Part A**

They do know that all the horses in America are descended from horses that europaen explorers brought with them on ships.

- A. europaen Explorers
- B. European explorers
- C. European Explorers
- D. correct as is

*(Continued on the next page)*

*Note: This question has two parts (cont.) – Part B*

**Part B**

Many people believe the Assateague horses came from some horses that swum to the island after a shipwreck.

- A. have swam
- B. swimming
- C. swam
- D. correct as is

**(2 Points)** Student selected the correct answer for each part.