



A

Student Name _____

School Name _____

District Name/LEA _____

Grade 6
English Language Arts/Literacy
End-of-Year Assessment
Practice Test

B

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School Use Only

F State Student Identifier

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Place the Student ID Label Here

D Gender

Female Male

E Date of Birth

Day	Month	Year
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3	Mar	2
4	Apr	3
5	May	4
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Directions:

Today, you will be taking the Grade 6 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

A B C D E F G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A B C D E F G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

- 9 “Chimneys—quite close to us—with smoke curling up in wreaths and clouds and going up into the sky—and sparrows hopping about and talking to each other just as if they were people—and other attic windows where heads may pop out any minute and you can wonder who they belong to. And it all feels as high up—as if it was another world.”
- 10 “Oh, let me see it!” cried Lottie. “Lift me up!”
- 11 Sara lifted her up, and they stood on the old table together and leaned on the edge of the flat window in the roof, and looked out.
- 12 Anyone who has not done this does not know what a different world they saw. The slates spread out on either side of them and slanted down into the rain gutter-pipes. The sparrows, being at home there, twittered and hopped about quite without fear. Two of them perched on the chimney top nearest and quarrelled with each other fiercely until one pecked the other and drove him away. The garret window next to theirs was shut because the house next door was empty.

from *A Little Princess* by Frances Hodgson Burnett—Public Domain

2. Part A

What is the meaning of **implored** as it is used in paragraph 4 of the passage?

- Ⓐ begged urgently
- Ⓑ asked angrily
- Ⓒ muttered quietly
- Ⓓ said excitedly

Part B

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ "Sara turned round at the sound of her voice." (paragraph 3)
- Ⓑ "She jumped down from her table and ran to the child." (paragraph 3)
- Ⓒ "'It's—it's not such a bad room, Lottie.'" (paragraph 4)
- Ⓓ "'Isn't it?' gasped Lottie, and as she looked round it she bit her lip." (paragraph 5)

4. Part A

How does Lottie change throughout the passage?

- Ⓐ Her neediness decreases.
- Ⓑ She becomes more loving.
- Ⓒ She becomes less demanding.
- Ⓓ Her viewpoint shifts.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "'Sara!' she cried, aghast. 'Mamma Sara!'" (paragraph 2)
- Ⓑ "Then, somehow, it was quite possible that any place in which Sara lived might turn out to be nice." (paragraph 5)
- Ⓒ "Sara hugged her close and tried to laugh." (paragraph 6)
- Ⓓ "There was a sort of comfort in the warmth of the plump, childish body." (paragraph 6)

Today you will read passages from two books about boys and the sea.

Read the passage from *The Story of a Bad Boy*. Then answer questions 6 and 7.

from *The Story of a Bad Boy*

by Thomas Bailey Aldrich

- 1 Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny. While he is yet a baby lying in his cradle, he hears the dull, far-off boom of the breakers¹; when he is older, he wanders by the sandy shore, watching the waves that come plunging up the beach like white-maned seahorses, as Thoreau calls them; his eye follows the lessening sail as it fades into the blue horizon, and he burns for the time when he shall stand on the quarter-deck of his own ship, and go sailing proudly across that mysterious waste of waters.
- 2 Then the town itself is full of hints and flavors of the sea. The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors; a salty smell pervades the air, and dense gray fogs, the very breath of Ocean, periodically creep up into the quiet streets and envelop everything. The terrific storms that lash the coast; the kelp and spars, tossed on shore by the scornful waves; the shipyards, the wharves², and the tawny fleet of fishing-smacks yearly fitted out at Rivermouth—these things, and a hundred other, feed the imagination and fill the brain of every healthy boy with dreams of adventure. He learns to swim almost as soon as he can walk; he draws in with his mother’s milk the art of handling an oar: he is born a sailor, whatever he may turn out to be afterwards.
- 3 To own the whole or a portion of a rowboat is his earliest ambition. No wonder that I, born to this life, and coming back to it with freshest sympathies, should have caught the prevailing infection. No wonder I longed to buy a part of the trim little sailboat *Dolphin*, which chanced just then to be in the market. This was in the latter part of May.

¹breakers—big waves that crash on the shore

²wharves—place where boats are tied up

6. Part A

What is the meaning of the word **surmises** as it is used in paragraph 8?

- Ⓐ descriptions
- Ⓑ calculations
- Ⓒ orders
- Ⓓ conclusions

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . the little bowsprit suggesting a jib . . .” (paragraph 7)
- Ⓑ “. . . were trifles not likely to meet his approval.” (paragraph 7)
- Ⓒ “He commanded me” (paragraph 8)
- Ⓓ “This curtailed my anticipated sport” (paragraph 8)

Read the passage from *The Life of a Ship from the Launch to the Wreck*, which is introduced by a song. Then answer questions 8 through 10.

from *The Life of a Ship from the Launch to the Wreck*

by R.M. Ballantyne

Song of the Sailor Boy

I

Oh! I love the great blue ocean,
I love the whistling breeze,
When the gallant ship sweeps lightly
Across the surging seas.
I watched my first ship building;
I saw her timbers rise,
Until her masts were towering
Up in the bright blue skies.

II

I heard the cheers ascending,
I saw her kiss the foam,
When first her hull went plunging
Into her ocean home.
Her flags were gaily streaming,
And her sails were full and round,
When the shout from shore came ringing,
“Hurrah! for the Outward-bound!”

III

But, alas! ere¹ long a tempest
Came down with awful roar
And dashed our ship in pieces
Upon a foreign shore.
But He who holds the waters
In His almighty hand,
Brought all the sailors safely
Back to their native land.

¹ere—Before

8. Part A

What is the meaning of **tempest** as it is used in line 17 of the song?

- Ⓐ noisy ship
- Ⓑ calm breeze
- Ⓒ fierce storm
- Ⓓ foreign sailor

Part B

Which detail from the song **best** supports the answer to Part A?

- Ⓐ "full and round" (line 14)
- Ⓑ "shout from shore" (line 15)
- Ⓒ "awful roar" (line 18)
- Ⓓ "foreign shore" (line 20)

10. Part A

How does the author develop Davy's point of view in the passage from *The Life of a Ship from the Launch to the Wreck*?

- Ⓐ by describing his relationship with his mother
- Ⓑ by describing how he develops from a child to a man
- Ⓒ by describing how he and his father spend their days
- Ⓓ by describing his family background and childhood dreams

Part B

Which detail in paragraph 1 **best** supports the answer to Part A?

- Ⓐ ". . . his grandfather had been a fisherman . . ."
- Ⓑ ". . . ran home to his mother . . ."
- Ⓒ ". . . as he grew older . . ."
- Ⓓ ". . . harbour near his father's cottage."

The Alligator Hunts

- 6 The alligator is a master hunter. It lies just under the water with its eyes, nose, and mouth at the surface. When a bird, mammal, or fish passes by, the reptile turns and snaps its huge jaws. It has taken another meal.
- 7 Dr. Soares thought the black bumps might help the alligator sense its prey . . . but how?
- 8 To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts. After the eggs hatched, she set up experiments to find out what type of sensors the black bumps were. Did they respond to light or electrical currents or even stinky things?
- 9 Dr. Soares knew how to find the answer. Humans and other animals have many kinds of sensors, such as the ones in the tongue for tasting, in the eye for seeing, and in the skin for feeling. When a sensor is activated, nerves carry electrical signals from the sensor to the brain. For instance, when you put a piece of chocolate into your mouth, sensors in your tongue (taste buds) send signals to the brain. Then you know how sweet the chocolate is.
- 10 Dr. Soares wanted to watch the electrical activity of the sensors' nerves to see what triggered a signal.
- 11 She prepared the baby alligators one by one. First, she gave an alligator a drug to make it sleep. Second, she connected tiny electrodes¹ to the sensor nerves. Third, she connected the electrodes to a computer that would show any nerve activity. Then she placed the sleeping gator into a water tank. She was ready to start the experiment.

No Response!

- 12 Dr. Soares shone a light on the little black bumps. The computer showed no nerve activity. Next, she exposed the bumps to small electrical currents and then to smelly odors. None of these things activated the nerves.
- 13 The bumps did not sense light or electricity or odors. What could they detect?
- 14 Dr. Soares found the answer by chance. She accidentally created ripples in the water. At this moment, the computer buzzed, showing signals from the nerves. The sensors had detected the ripples!

¹electrodes—wires that conduct electricity

12. Part A

How do paragraphs 1 through 5 contribute to the development of ideas in the article?

- Ⓐ They show how dangerous alligators can be in an area with a high population.
- Ⓑ They suggest that Dr. Soares often behaves in an unexpected manner.
- Ⓒ They explain the circumstances that led to Dr. Soares’s curiosity about black bumps on alligators.
- Ⓓ They provide reasons why Dr. Soares was highly qualified to conduct an experiment.

Part B

Which piece of evidence **best** supports the answer to Part A?

- Ⓐ “The gator had moved into an area where a lot of people live.” (paragraph 2)
- Ⓑ “Why would she sit on an alligator?” (paragraph 2)
- Ⓒ “Dr. Soares is a scientist.” (paragraph 3)
- Ⓓ ““What are those little spots for?’ she wondered.” (paragraph 3)

14. Part A

What is the meaning of **sensor** as it is used in paragraph 9 of the article?

- Ⓐ a collection of nerves that sends signals to other animals
- Ⓑ a device that detects changes in the body
- Ⓒ a specialized body part that detects conditions outside of the body
- Ⓓ a large black bump that aids in hunting

Part B

How do the alligators' sensors function according to the article?

- Ⓐ They detect the depth of the water.
- Ⓑ They help the alligator swim straight.
- Ⓒ They help the alligator see in the dark.
- Ⓓ They detect changes in water.

16. Part A

Which sentence states a central idea of the article?

- Ⓐ Alligators and crocodiles are relatives, meaning knowledge about crocodiles helps scientists such as Dr. Daphne Soares learn about alligators.
- Ⓑ Special features on an alligator’s jaw help them hunt, a discovery made by Dr. Daphne Soares through a series of experiments.
- Ⓒ Animal researchers like Dr. Daphne Soares often find themselves in strange situations, such as sitting on top of an alligator in a truck.
- Ⓓ Scientists study alligators in laboratories by collecting eggs and hatching them, a method used by Dr. Daphne Soares in her research.

Part B

Which sentence from the article **best** supports the answer to Part A?

- Ⓐ “Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck.” (paragraph 1)
- Ⓑ “To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts.” (paragraph 8)
- Ⓒ “Since those experiments, Dr. Soares has also found pressure sensors in crocodiles, which are relatives of the alligator.” (paragraph 18)
- Ⓓ “Now we know that they tell the alligator and its relatives just where and when to chomp.” (paragraph 19)

- 6 These telescopes recorded light that came from galaxies billions of light-years away. (A light-year is the distance traveled by light in one year, about 25 million times the distance from Earth to the moon.) By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.
- 7 The scientists' work is like figuring out how big and thick a pair of eyeglasses is by looking through them and measuring how differently the world appears.
- 8 "You can imagine that dark matter is leaving its signature on the images of very distant galaxies," said Catherine Heymans of the University of Edinburgh in Scotland. She worked on the project that used data from the Hawaiian telescope.
- 9 Her team's map shows that giant blobs of dark matter reside with giant blobs of ordinary matter, such as big galaxies or galactic groups. Even though scientists already suspected that dark matter and ordinary matter show up in much the same places, it was reassuring to see the same connection in the maps.
- 10 "We are very happy that this is very similar to what we've been expecting," Ludovic Van Waerbeke of the University of British Columbia in Vancouver told *Science News*.
- 11 One of the new maps shows dark matter in a swath of sky that to the naked eye is more than 600 times as large as a full moon. The other covers an area more than a thousand times as large. But that's just the beginning: The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.

"Mapping the Invisible" by Stephen Ornes, from February 1, 2012 *Science News for Kids*, copyright © 2011 by Society for Science & the Public. Used by permission.

18. Part A

What is the central idea of “Mapping the Invisible”?

- Ⓐ Dark matter is so dark that it is invisible to the human eye.
- Ⓑ Scientists have determined how to locate areas of dark matter.
- Ⓒ Maps are usually made to show where places are and how to get there.
- Ⓓ Scientists can see dark matter by looking through powerful telescopes.

Part B

Which **two** sentences from the article give details that support the answer to Part A?

- Ⓐ “Most maps, however, were not made by astronomers—physicists who study stars and galaxies far, far, far away.” (paragraph 1)
- Ⓑ “These maps show where dark matter, giant globs of invisible stuff, lurks.” (paragraph 1)
- Ⓒ “This matter hides all throughout the universe, although you’ll never see it no matter how hard you look.” (paragraph 2)
- Ⓓ “Dark matter is literally the darkest stuff imaginable.” (paragraph 3)
- Ⓔ “These telescopes recorded light that came from galaxies billions of light-years away.” (paragraph 6)
- Ⓕ “By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.” (paragraph 6)

20. Part A

Read the sentence from paragraph 5.

To make the new maps, astronomers trained powerful telescopes on large patches of sky to watch for distorted light arriving from distant galaxies.

According to the article, what is **distorted** light?

- Ⓐ light that is barely visible
- Ⓑ light that curves
- Ⓒ light that is distant
- Ⓓ light that shines brightly

Part B

Which phrase from the article **best** helps the reader determine the meaning of the word **distorted**?

- Ⓐ “. . . by observing how the invisible stuff affects things we can see.” (paragraph 4)
- Ⓑ “. . . bends rays of light as they stream past . . .” (paragraph 4)
- Ⓒ “. . . recorded light from stars and other celestial bodies.” (paragraph 5)
- Ⓓ “. . . light that came from galaxies billions of light-years away.” (paragraph 6)

22. Part A

What is the author’s primary purpose in writing “Mapping the Invisible”?

- Ⓐ to explain the success some scientists are having in their work on dark matter
- Ⓑ to explain why scientists believe that it is becoming easy to understand dark matter
- Ⓒ to explain that scientists have been researching what they think dark matter is
- Ⓓ to explain which scientists are most responsible for new discoveries about dark matter

Part B

Which sentence from the article supports the author’s primary purpose for writing “Mapping the Invisible”?

- Ⓐ “Scientific measurements show that the universe holds about five times as much dark matter as ordinary matter.” (paragraph 3)
- Ⓑ “By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.” (paragraph 6)
- Ⓒ “‘You can imagine that dark matter is leaving its signature on the images of very distant galaxies,’ said Catherine Heymans of the University of Edinburgh in Scotland.” (paragraph 8)
- Ⓓ “The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.” (paragraph 11)





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