

2013

ISAT

Sample Book



**Illinois
Standards
Achievement
Test**

GRADE

6

Sample Items for Reading and Mathematics

ILLINOIS STATE BOARD OF EDUCATION

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“Charles Schulz: A Cartoonist With Character” [Photograph]: *Peanuts* Characters – ©INTERFOTO / Alamy.

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Introduction

This sample book contains sample ISAT items classified with an assessment objective from the *Illinois Assessment Frameworks* or from the *Common Core Standards*. These 2013 samples are meant to give educators and students a general sense of how items are formatted for ISAT. All 2013 ISAT test books will be printed in color. This sample book does not cover the entire content of what may be assessed. Please refer to the *Illinois Assessment Frameworks* for complete descriptions of the content to be assessed at each grade level and subject area. The *Illinois Assessment Frameworks* are available online at www.isbe.net/assessment/IAFindex.htm and the *Common Core Standards* are available online at http://www.isbe.net/common_core/default.htm. The Student Assessment website contains additional information about state testing (www.isbe.net/assessment).

Illinois Standards Achievement Test
Reading Samples

Structure of the Grade 6 Reading ISAT

ISAT Reading testing in spring 2013 will consist of 30 norm-referenced items, as well as criterion-referenced items. The 30 norm-referenced items are an abbreviated form of the *Stanford 10 Reading* assessment, developed by Pearson, Inc. The criterion-referenced items are all reviewed by Illinois educators and pilot tested with Illinois students.

Item Formats

Multiple-choice items require students to read and reflect, and then to select the alternative that best expresses what they believe the answer to be. A carefully constructed multiple-choice item can assess any of the levels of complexity, from simple procedures to sophisticated concepts.

Extended-response items require students to demonstrate an understanding of a passage by explaining key ideas using textual evidence and by using this information to draw conclusions or make connections to other situations. The extended-response items are scored with a holistic rubric and count as 10% of the scale score of the test.

Reading Sessions

All standard time administration test sessions are a minimum of 45 minutes in length. Any student who is still actively engaged in testing when the 45 minutes have elapsed will be allowed up to an additional 10 minutes to complete that test session. More details about how to administer this extra time will appear in the *ISAT Test Administration Manual*. This policy does not affect students who already receive extended time as determined by their IEP.

Reading ISAT Grade 6	
Session 1 45 minutes	6 shorter passages—30 multiple-choice items total
Session 2 45 minutes	Consists of 2, 3, or 4 passages 20 multiple-choice items 1 extended-response item
Session 3 45 minutes	Consists of 2, 3, or 4 passages 20 multiple-choice items 1 extended-response item
	(Some items will be pilot items.)

**Shorter Passage Followed by
Multiple-Choice Sample Items**



A Candlelit Holiday

by
Elaine Masters

On one full-moon night every fall, the rivers and lakes of Thailand are dotted with twinkling candles. The Thais are celebrating "Loi Krathong," or "Floating Leaf Cup Day."



canals for outdoor dinners. Adults sit on mats and visit with their neighbors while children play tag or hide-and-seek. In some cities, blazing fireworks and dancers in shining silk costumes entertain the crowd.

No one knows for sure how this lovely custom got started. Some say it was started 700 years ago by a wife of a king who wanted to surprise and please her husband. Others say it started even longer ago as a special religious ceremony. But however it began, it is delightful.

Families always used to make their floats, or little boats, from banana leaves torn into strips and woven into the shape of a bowl. Then they beautifully decorated them with flowers. Now, while many families still make their own floats, others simply buy them. Modern floats may be made of banana leaves or plastic. All of them still hold a lighted candle, a flower, a stick or two of sweet-smelling incense, and a coin.

On the holiday evening, families gather at parks near lakes, rivers, or

Many men and women sell things. People sell floats to those who have not made them at home. Other people sell balloons in various shapes and colors or clever toys made of bamboo. Food sellers offer noodle soup, dried fish, candy, little cakes, roasted chicken, and bamboo tubes filled with sticky rice cooked in coconut milk. They pour soft drinks into small plastic bags, whirl a rubber band around the top, and stick in a short straw.

Then, when the full moon rises, families light the candles and set their little boats afloat. The waterway soon twinkles like a fairyland with candles bobbing in their floats and fireworks reflecting in the water.



1

Paragraph 2 of this selection is mainly about —

- A** how this holiday might have begun
- B** what the floats are made of
- C** when the holiday takes place
- D** what people eat during the holiday

3

After reading the title, what should you expect to learn from this selection?

- A** How to make your own candles
- B** Ideas for new recipes
- C** Why we celebrate the Fourth of July
- D** Where a candlelit holiday is celebrated

2

To understand more about the meaning of the floating leaf cups, the reader should ask —

- A** how the floats are kept from being burned by the flame
- B** why a coin is placed in the float
- C** what happens to all the floats when the holiday is over
- D** how much store-bought floats cost

4

Which detail in the selection shows that this is a relaxing holiday?

- A** Families spend the evening eating, playing, and visiting.
- B** People spend hours making floats.
- C** There are many different kinds of food to buy.
- D** It is held in autumn.

Answer Key with Assessment Objectives Identified

	Item Number	Correct Answer	Assessment Objective
Shorter Passage	1	A	1.6.12 Identify explicit and implicit main ideas.
	2	B	2.6.05 Compare stories to personal experience, prior knowledge, or other stories.
	3	D	1.6.08 Identify probable outcomes or actions.
	4	A	1.6.15 Distinguish the main ideas and supporting details in any text.

To view all the reading assessment objectives, download the *Illinois Reading Assessment Framework* for Grades 3–8 online at www.isbe.net/assessment/IAFindex.htm.

**Longer Passage Followed by
Multiple-Choice Sample Items**



Charles Schulz: A Cartoonist With Character

A Popular Comic Strip

- 1 Have you ever seen a cartoon boy named Charlie Brown? Or Snoopy, the dog who sleeps on top of his doghouse? Or Lucy, the little girl who gives advice for five cents from a sidewalk stand? If you have, then you know *Peanuts*, one of the most popular comic strips of all time. Comic strips are funny cartoons. For a long time, they were mainly found in newspapers. Now, people can read them online or in books.



A Struggling Young Artist

- 2 Charles Schulz, the creator of *Peanuts*, was born in 1922 in Minnesota. From a young age, he knew what he wanted to be: a cartoonist.
- 3 Charles and his father loved to read the comics from the Sunday newspaper together. Charles dreamed of one day seeing his own art in a newspaper or magazine. When Charles was 15, he entered a funny sketch of his dog, Spike, into a newspaper contest. He was thrilled when the newspaper published it.
- 4 Other papers, however, did not feel the same way about Charles's work. When Charles was 17, he began attending art school. He continued to send his comic strip ideas to newspapers, but he only received rejection letters for his hard work.
- 5 At age 20, Charles was drafted to fight in World War II. Still, he never stopped pursuing his dream. Even while in the Army, he kept drawing, using his fellow soldiers as subjects. He drew them as they went about their duties and even added cheery cartoons to their letters home.

The Big Break

- 6 When Charles came home from the war in 1945, he resumed sending drawings to newspapers and magazines. At long last, a small paper in St. Paul, Minnesota, agreed to publish one of his comic strips about a group of young children.



7 Five years later, a large corporation wanted to print Charles's comic strip in newspapers sold across the United States. The only problem was the comic strip's title. Charles had called his strip "Li'l Folks" ("Little Folks"). However, another comic strip was already using that title. *Peanuts*, an informal term that meant "little children," was suggested as a new title. Charles agreed, but he never liked the new name.

The Boy Who Changed Comics

8 *Peanuts* was about the life of a boy named Charlie Brown and the everyday things he did with his friends. Charles drew his characters going to school, playing baseball, and writing letters. *Peanuts* seemed very simple at first, but the concept of showing a range of events from everyday life was new.

9 At this time, people called comic strips "funnies" because they included jokes. *Peanuts* was unusual because it was not always funny. Charles transformed the idea of what comic strips could be about. For instance, Charlie Brown suffered constant failure and disappointment. Also, the characters discussed serious life issues. Charles showed that comic strips could be about real-life challenges and feelings, not only jokes.

10 Something else made *Peanuts* unique: all of its characters were children. Charles hinted at the presence of adults, but did not show them. For example, Charles drew children in class listening to an unseen adult teacher. Sometimes, Charlie Brown talked about his father, an adult who never actually appeared in the comic strip.

Real Life in *Peanuts*

11 Charles Schulz drew upon experiences from his own childhood for some of his story lines and characters in *Peanuts*. For example, in elementary school, Charles did so well that he skipped two grades. Doing so, however, made him the smallest boy in his class. His bigger classmates often teased him.

12 Even though Charles grew up to be almost six feet tall, he never forgot the pain of feeling small and powerless. He also remembered rejection by his critics. These memories helped him express the hurt feelings of the comic strip's main character, Charlie Brown.

13 Yet, Charles included many happy memories from his life in the *Peanuts* comic strip as well. Charles's father, a barber, had always supported his son's artistic ambitions. So Charles made Charlie Brown's father a barber. Charles also made Spike, the family dog, into Charlie Brown's dog, Snoopy. Last, the qualities of Charlie Brown represented Charles himself. Charles included additional *aspects* of his personality in the other characters of his comic strip too.



- 14 *Peanuts* began in 1950. Over the next 50 years, the comic strip would change in some ways. New characters, such as Charlie Brown's younger sister Sally, were added. Charlie Brown's dog, Snoopy, changed the most. At first, Snoopy acted like any ordinary dog. Later, however, Snoopy took on some human qualities such as walking and dancing on his hind legs and even writing novels on a typewriter. Snoopy even imagined his doghouse as an imaginary World War I airplane!

Winning the Country and the World

- 15 *Peanuts* quickly spread beyond the United States. In 1950, the comic strip appeared in only seven newspapers. Eight years later, the comic strip could be seen in nearly 400 American newspapers and 40 international ones.
- 16 Charles's success won him the approval of other cartoonists as well as the public. In 1955 and again in 1964, Charles was presented with the Reuben Award, comic art's highest honor. In 1978, Charles won the International Cartoonist of the Year Award. Then, in 1990, the government of France honored him for artistic excellence.
- 17 Charles Schulz retired in 1999. By then, *Peanuts* was published in over 2,600 newspapers worldwide and in 21 languages. Not bad for someone who had collected countless rejection letters!
- 18 Charles Schulz died on Saturday, February 12, 2000. His characters live on in reprints and in numerous toys, books, TV specials, and greeting cards. Generations of people all over the world love *Peanuts*. This success, however, was only possible because Charles Schulz never gave up on his dream.

1

What is the *main* purpose of "Charles Schulz: A Cartoonist With Character"?

- A To explain why comic strips became popular with readers
- B To explain why Charles Schulz wanted to become a cartoonist
- C To provide the history of comic strips and explain their popularity
- D To provide details about the life and accomplishments of Charles Schulz

2

How was Charles Schulz's comic strip different than other comic strips written around the same time?

- A It included a dog with human qualities.
- B It often included serious life issues.
- C It was initially rejected by major newspapers.
- D It was created by one artist.



3

Which paragraph *best* supports the idea that people loved *Peanuts*?

- A Paragraph 7
- B Paragraph 8
- C Paragraph 12
- D Paragraph 15

4

Which sentence from paragraph 10 expresses the main idea of the paragraph?

- A Sometimes, Charlie Brown talked about his father, an adult who never actually appeared in the comic strip.
- B For example, Charles drew children in class listening to an unseen adult teacher.
- C Something else made *Peanuts* unique: all of its characters were children.
- D Charles hinted at the presence of adults, but did not show them.

5

Read this sentence from “Charles Schulz: A Cartoonist With Character.”

“Charles included additional *aspects* of his personality in the other characters of his comic strip too.”

Which word best defines *aspects* as used in this sentence?

- A Ideas
- B Periods
- C Methods
- D Qualities



6

Read these sentences from “Charles Schulz: A Cartoonist With Character.”

“In 1950, the comic strip appeared in only seven newspapers. Eight years later, the comic strip could be seen in nearly 400 American newspapers and 40 international ones.”

Why does the author include these details?

- A** To show that *Peanuts* was becoming the funniest comic strip
- B** To show that Charles was writing for a different newspaper
- C** To show that *Peanuts* was growing in popularity
- D** To show that Charles was planning to move to another country

7

How does the author support the idea that Charles Schulz became a respected cartoonist?

- A** By providing examples of the honors he received
- B** By including information about his artistic challenges
- C** By describing readers who enjoyed his work
- D** By including details about his characters



8

Which event belongs in the third box?

Charles attended art school.



Charles named the comic strip "Li'l Folks."



?



Charles won the International Cartoonist of the Year award.

- A** Charles was published in hundreds of newspapers.
- B** Charles continued drawing throughout the war.
- C** Charles entered a sketch of his dog, Spike, in a contest.
- D** Charles was published in a small Minnesota newspaper.

9

Which claim is supported by evidence from "Charles Schulz: A Cartoonist With Character"?

- A** Because of his formal training, Charles became a successful artist.
- B** Charles's mother supported his artistic ambitions.
- C** Charles's father taught him how to draw cartoons.
- D** Throughout his lifetime, Charles enjoyed drawing cartoons.

10

Which is the *best* summary of "Charles Schulz: A Cartoonist With Character"?

- A** Charles Schulz struggled as a young artist, but he eventually became successful because of his unique comic strip.
- B** Charles Schulz used details from his own life in his comic strip, and he created a dog with human characteristics.
- C** Charles Schulz created a character that was very different, but people enjoyed the comic strip and the character.
- D** Charles Schulz was an unsuccessful cartoonist, and he experienced many failures during his career.

Answer Key with Assessment Objectives Identified

	Item Number	Correct Answer	Assessment Objective
Longer Passage with Multiple-Choice Items	1	D	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	2	B	1.6.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage.
	3	D	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	4	C	1.6.15 Distinguish the main ideas and supporting details in any text.
	5	D	1.6.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
	6	C	1.6.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage.
	7	A	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	8	A	1.6.17 Identify or summarize the order of events in a story or nonfiction account.
	9	D	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	10	A	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

To view all the reading assessment objectives, download the *Illinois Reading Assessment Framework* for Grades 3–8 online at www.isbe.net/assessment/IAFindex.htm and the *Common Core Standards* at http://www.isbe.net/common_core/default.htm.

Extended-Response Sample Item



Assessment Objective: 1.6.19 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

1

Explain what the reader can learn from Charles Schulz's life. Use information from the passage and your own ideas and conclusions to support your answer.

Extended-Response Scoring Rubric

Reading Extended-Response Scoring Rubric

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast. A student-friendly version of this extended-response rubric is available online at www.isbe.net/assessment/reading.htm.

Score	Criteria
4	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; most are specific and fully supported. • Reader integrates interpretation of the text with text-based support (balanced).
3	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; some are specific; some may be general and not fully supported. • Reader partially integrates interpretation of the text with text-based support.
2	<ul style="list-style-type: none"> • Reader demonstrates an accurate but limited understanding of the text. • Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts. • Reader uses irrelevant or limited references. • Reader generalizes without illustrating key ideas; may have gaps.
1	<ul style="list-style-type: none"> • Reader demonstrates little or no understanding of the text; may be inaccurate. • Reader makes little or no interpretation of the text. • Reader uses no references, or the references are inaccurate. • Reader's response is insufficient to show that criteria are met.
0	<ul style="list-style-type: none"> • Reader's response is absent or does not address the task. • Reader's response is insufficient to show that criteria are met.

Grade: 6

Sample: 1

Score: 2

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

You can tell that Charles Schulz had a hard life by being told no by the newspaper people and was told to go to the war. Also when he was younger he skipped two grades and was short and got made fun of because of his height. He also had a good life because he got to skip grades and was a really amazing drawer and got published into the newspaper. That is what made him famous and now everyone who likes or loves him enjoys reading his

Comics. That is what I
learned from Charles Schulz

*The student demonstrates an accurate but limited understanding of the text. The student uses information from the text to make general interpretations of the text with limited text references (...when he was younger he skipped two grades and was short and got made fun of because of his height; You can tell that Charles Schulz had a hard life by being told no by the newspaper people and was told to go to the war).

Grade: 6

Sample: 2

Score: 2

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

The reader could learn about Charles Schurz's got rejected a lot of times but still was a winner in the end.

In the story it states, "When Charles was 17, he began attending art school.

He continued to send his comic strip ideas to newspapers, but he only received rejection letters for his hard work."

This proves that Charles Schurz really did hard work to his hobby but he wanted to show people his work but people didn't really like it so Charles tried to get it out of his mind so he went to world war II.

In the story it states, "When Charles came home from the war in 1945, he

resumed sending drawings to news papers and magazines. At long last, a small paper in St. Paul, Minnesota, agreed to publish one of his comic strips about a group of young children. "Five years later, a large corporation wanted to print Charles's comic strip in newspapers sold across the United States. In my opinion, I think that Charles's dream came true to see his comic strips on newspapers and magazines. and I think he felt proud of it.

* The student demonstrates an accurate but limited understanding of the text. The student uses information from the text to make simplistic interpretations of the text and limited text references (...This proves that Charles Schurtz really did hard work to his hobby but he wanted to show people his work but people didn't really like it). The student also demonstrates limited understanding by offering inaccurate support from the passage (so Charles tried to get it out of his mind so he went to World War II); this is an inaccurate reading of the text. The student offers an interpretation that adds only slightly to the strength of the response (In my opinion, I think that Charles's dream came true to see his comic strips on newspapers and magazines and I think he felt proud of it).

Grade: 6

Sample: 3

Score: 3

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

The reader can learn many things from Charles Schulz's life. The reader can learn that even though people or something is rejecting or not working out for you, you still have to try and not give up just because it didn't work once or twice. Charles Schulz did not give up and he kept trying harder until he reached his goal.

Charles Schulz' when a young boy did not give up when the newspapers rejected his ideas. He tried and tried but they still rejected him. I think that Charles had a lot of patience to write all those comics and still get rejected that many times.

Charles Schulz did not give up on his dream even when he was drafted to the army. Even then at the army he kept making comic strips and even adding them to his friends' letters to entertain those families. Charles worked really hard on his dream.

Charles came home from the war in 1945 and he resumed sending his comics to the newspapers. Five years later a large company agreed to print his comic in a newspaper that sold across America. That's how it all began. I think that he did a good thing by not giving up on his dream because now he is known all over the world.

Charles was a great man. He did not give up on his dreams and all his life he pursued his goal until it worked people can learn many things from this very successful and intelligent individual.

*The student demonstrates an accurate understanding of the text by focusing on some key ideas (*even though people or something is rejecting or not working out for you, you still have to try and not give up*). The student partially integrates interpretation of the text with text based support. The interpretations (with some gaps) include evaluation (*. . . did not give up when the newspapers rejected his ideas. He tried and tried but they still rejected him. I think that Charles had a lot of patience to write all those comics and still get rejected that many times*).

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

What can a reader learn from Charles Schulz's life? Well one thing is to never give up your dream. In the text it says that every time Charles sent a comic to a news paper he got denied. He still kept doing it. Even when he was at war in World War II, he still wrote comics. Charles Schulz has determination. I can relate to this because when you don't make a team that doesn't mean you're done with the sport.

Not only did Charles Schulz's not give up, but he was very successful too. This can show readers that if you give it your all good things will happen. At one point in his career he's comic strips were in 400 American newspapers, and 40

International ones. He was very successful.
I can relate to this because like all the
kids in the world being famous or popular
would be cool!

*The student demonstrates an accurate understanding of the text by focusing on some key ideas (...never give up your dream; ...if you give it your all good things will happen). The student uses information from the text to interpret significant concepts (...every time Charles sent a comic to a newspaper he got denied. He still kept doing it. Even when he was at war in World War II, he still wrote comics. Charles Schultz has determination). The student partially integrates interpretation of the text with text-based support.

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

The reader can learn many things from Charles Schulz's life.

One thing you could learn from Schulz's life is to keep going when times are hard. The passage states that Charles kept writing comics and entering them in newspaper contests even though they were almost always rejected. I think that Charles feels frustrated because he works really hard on the comics and never gets into the newspapers. This really shows how much he wanted to get into the newspapers and how much he loved drawing comics.

Another lesson that you could learn from Charles Schulz's life is that good

can come out of bad. For example, Charles got drafted to fight in World War II. This delayed his career as a cartoonist in the newspaper, but he never really stopped drawing. Instead, he drew pictures of what was going on around him and improved his drawing skills. The author included this because it shows how Charles always loved drawing. He was optimistic and made bad turn into some good.

Lastly, the reader could learn to follow their dreams. From the time he was a kid, Charles Schulz knew that he wanted to be a cartoonist when he grew up. Despite many hardships, such as rejection and war, he still fulfilled that dream. After reading this story, I now

believe that anything is possible in
life. IF you want to do something,
put your mind to it and it will happen,
Charles Schultz had an
inspiring life. Anyone could learn
many lessons from it.

*The student demonstrates an accurate understanding of important information in the text by identifying and focusing on key ideas (*to keep going when times are hard; good can come out of bad; reader could learn to follow their dreams*). The student uses information from the text to interpret significant concepts through evaluation (*Despite many hardships, such as rejection and war, he still fulfilled that dream*), analysis, and inference (*I think that Charles feels frustrated because he works really hard on the comics and never gets into the newspapers*). The student integrates interpretation of the text with text-based support, resulting in a balanced response.

Grade: 6

Sample: 6

Score: 4

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

Readers can learn many things from Charles Schultz's life. You can learn determination, to accept change, and that life has ups and downs.

First, readers can learn determination from Charles Schultz's life. The text says in paragraph 4 "He continued to send his comic strip ideas to newspapers, but he only received rejection letters for his hard work." Even though he got rejection letters Charles Schultz continued to pursue his dream. This reminds me of Walt Disney who received rejection letters too, and didn't have a big debut until he used "Mickey Mouse". Readers

can learn determination from Charles Schulz's life.

Another thing people can learn from Charles Schulz's life is to accept change. In paragraph 7 the text says "Charles had called his strip "Lil' Folks". However, another comic strip was already using that title, Peanuts, an informal term that meant "little children" was suggested as a new title. Charles agreed, but he never liked the new name. "Even though he didn't like it Charles Schulz adapted to the change. When I was seven years old I was diagnosed with Leukemia a cancer in the blood. It changed my life completely and I didn't have a choice but to get used to it. Even though I had a hard next four years I'm happy that it was me who got Leukemia and not someone else. Through it I found my passion, discovered I want to be a Pediatric Neurologist, and learned that

I can do anything. Charles Schulzes life teaches people to adapt to change.

Finally Charles Schulzes life teaches that life is a roller coaster with ups and downs. Any thing can happen. In the story Charles Schulz gets rejection letters and his life goes down. However later as the text says in paragraph 15, "Eight years later, the strip could be seen in nearly 400 American newspapers and 40 international ones." This again reminds me of leukemia, sometimes I would have seizures and others I could happily read.

Charles Schulzes life teaches us determination, to accept change, and that life is a winding roller coaster.

*The student demonstrates an accurate understanding of important information in the text by focusing on key ideas (*You can learn determination, to accept change, and that life has ups and downs*). The interpretation includes comparison (*When I was seven years old I was diagnosed with Leukemia a cancer in the blood. It changed my life completely and I didnt have a choice but to get used to it*). Text is integrated with interpretation throughout, resulting in a balanced piece (*Peanuts, an informal term that meant "little children" was suggested as a new title. Charles agreed, but he never liked the new name." Even though he didnt like it Charles Schulz adapted to the change.*).

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Mathematics Samples

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ISAT Mathematics testing in spring 2013 will consist of 30 norm-referenced items, as well as 45 criterion-referenced items, some of which will be used for developmental purposes. The 30 norm-referenced items are an abbreviated form of the *Stanford 10 Mathematics Problem Solving* assessment, developed by Pearson, Inc. The 45 criterion-referenced items are all reviewed by Illinois educators and pilot tested with Illinois students.

Item Formats

Multiple-choice items require students to read, reflect, or compute, and then to select the alternative that best expresses what they believe the answer to be. This format is appropriate for quickly determining whether students have achieved certain knowledge and skills. Well-designed multiple-choice items can measure student knowledge and understanding, as well as students' selection and application of problem-solving strategies. A carefully constructed multiple-choice item can assess any of the levels of mathematical complexity from simple procedures to sophisticated concepts. They can be designed to reach beyond the ability of students to "plug-in" alternatives or eliminate choices to determine a correct answer. Such items are limited in the extent to which they can provide evidence of the depth of students' thinking.

Short-response items pose similar questions as multiple-choice items and provide a reliable and valid basis for extrapolating about students' approaches to problems. These items reduce the concern about guessing that accompanies multiple-choice items. The short-response items are scored with a rubric and count as 5% of the scale score of the test.

Extended-response items require students to consider a situation that demands more than a numerical response. These items require students to model, as much as possible, real problem solving in a large-scale assessment context. When an extended-response item poses a problem to solve, the student must determine what is required to "solve" the problem, choose a plan, carry out the plan, and interpret the solution in terms of the original situation. Students are expected to clearly communicate their decision-making processes in the context of the task proposed by the item (e.g., through writing, pictures, diagrams, or well-ordered steps). The extended-response items are scored with a rubric and count as 10% of the scale score of the test.

Scoring Extended- and Short-Response Items

Extended- and short-response items are evaluated according to an established scoring scale, called a rubric, developed from a combination of expectations and a sample of actual student responses. Such rubrics must be particularized by expected work and further developed by examples of student work in developing a guide for scorers. Illinois educators play a substantial role in developing these guides used for the scoring of the short- and extended-response items. Committees of mathematics educators from throughout the state attend a validation meeting, during which they use the mathematics scoring rubrics to establish task-specific criteria that are used to score all short- and extended-response items consistently and systematically.

Answer Document for Grade 6 Mathematics ISAT

Students in grade 6 respond to all test items in a separate answer document. Test administrators should monitor students carefully during testing to make sure students are using the appropriate pages of the answer document, especially for the short- and extended-response items.

Mathematics Sessions

All standard time administration test sessions are a minimum of 45 minutes in length. Any student who is still actively engaged in testing when the 45 minutes have elapsed will be allowed up to an additional 10 minutes to complete that test session. More details about how to administer this extra time will appear in the *ISAT Test Administration Manual*. This policy does not affect students who already receive extended time as determined by their IEP.

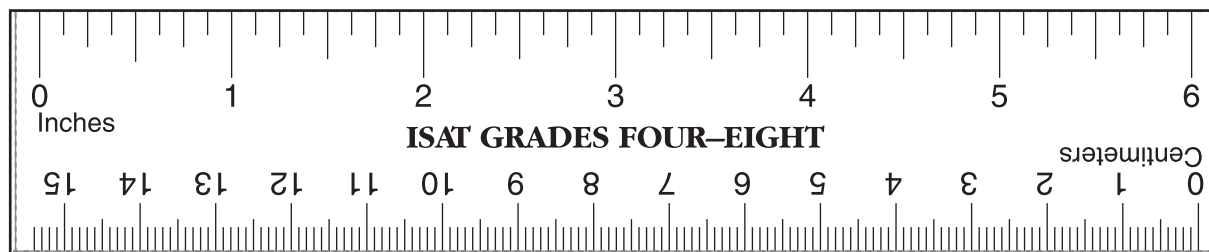
Mathematics ISAT Grade 6	
Session 1 45 minutes	40 multiple-choice items (30 of these are an abbreviated form of the <i>Stanford 10</i> .)
Session 2 45 minutes	30 multiple-choice items 3 short-response items
Session 3 45 minutes	2 extended-response items
(Some items will be pilot items.)	

Calculator Use for Grade 6 Mathematics ISAT

All students in grade 6 are allowed to use a calculator during all sessions of the mathematics assessment. Students are allowed to use a calculator as long as the calculator does not have any prohibited features as noted in the Calculator Use Policy for the ISAT Mathematics Tests (http://www.isbe.net/assessment/pdfs/calculator_ISAT.pdf). Schools, teachers, and parents should be advised that when students attempt to use calculators with which they are unfamiliar, their performance may suffer. In a like manner, students who are not taught when and how to use a calculator as part of their regular mathematics instructional program are also at risk.

Rulers for Grade 6 Mathematics ISAT

All students in grade 6 will be provided with a ruler to use during all sessions of the mathematics assessment. This ruler will allow students to measure in both inches and centimeters.



Scratch Paper for Grade 6 Mathematics ISAT

Students must be provided with blank scratch paper to use during only session 1. Only session 1 contains norm-referenced items, which were normed under such conditions. Students may not use scratch paper during session 2 or session 3, but they may use the test booklet itself as scratch paper. However, students must show their work, when required, for each short-response item in session 2 on the appropriate page in the answer document. Students must show their work for each extended-response item in session 3 on the appropriate pages in the answer document.

1

Brian's calculator display is 587234. In order to change the 8 to a 9, which of the following could he do?

- A Add 1
- B Add 100
- C Add 10,000
- D Add 100,000

4

One notebook sells for \$0.89. Mary can buy a package of 12 notebooks for \$9.60.

How much money can Mary save on *each* notebook if she buys the package of 12?

- \$0.08 \$0.09 \$0.10 \$0.12
- A** **B** **C** **D**

2

In the 1988 Olympic Games, Florence Griffith Joyner of the United States set an Olympic record for the women's 100-meter dash. Her time was ten and sixty-two hundredths seconds. How is this time written as a number?

- A 1.62 seconds
- B 10.62 seconds
- C 100.62 seconds
- D 1062.00 seconds

5

Tom's schedule is shown below. How much total time did he spend doing these activities?

Tom's Schedule

Activity	Time
Homework	$\frac{3}{4}$ hour
Television	$1\frac{1}{4}$ hours
Dinner	$\frac{1}{2}$ hour
Track Meet	$2\frac{1}{4}$ hours

- A $3\frac{6}{14}$ hours C $4\frac{1}{2}$ hours
- B $3\frac{3}{4}$ hours D $4\frac{3}{4}$ hours

3

Which expression is equivalent to $7 \times 7 \times 7 \times 7$?

- 7×4 4^7 7^4 28
- A** **B** **C** **D**



6

What is the value of the expression shown?

$$10 + 16 \div 2 \cdot 4$$

- 12 42 52 72
A **B** **C** **D**

8

What is the ratio of even numbers to square numbers in the set of whole numbers from 1 to 20?

- A** 10:4 **C** 10:10
B 4:10 **D** 3:10

7

Which is equivalent to the expression shown below?

$$8 \times (15 + 9)$$

- A** $(8 \times 15) + (8 \times 9)$
B $(8 + 15) \times (8 + 9)$
C $(8 \times 15) \times (8 \times 9)$
D $(8 + 15) + (8 + 9)$

9

Julie has 50 jellybeans in a bag, and 20% of those jellybeans are red.

How many of the jellybeans in Julie's bag are red?

- 5 10 20 30
A **B** **C** **D**

**10**

Use your centimeter ruler to help you answer this question.

Genna drew the rectangle below.

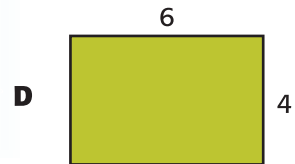


Which is closest to the length and width in centimeters of Genna's rectangle?

- A** 5.0 cm by 3.0 cm
- B** 5.5 cm by 3.5 cm
- C** 5.5 cm by 3.0 cm
- D** 6.0 cm by 3.5 cm

11

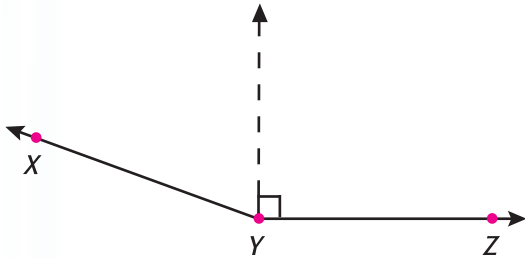
Which rectangle has an area of 24 square units and a perimeter of 20 units?





12

Which is closest to the measure of $\angle XYZ$?

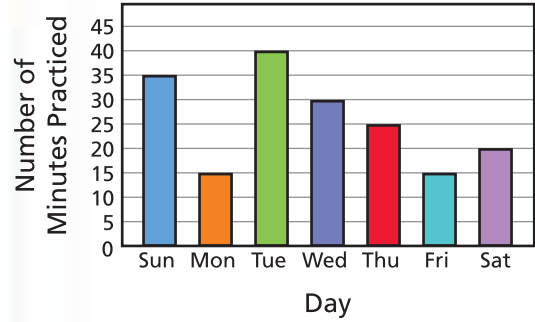


- A 20°
- B 90°
- C 130°
- D 160°

13

The bar graph below shows the number of minutes Bruce practiced piano during each day of the week.

Bruce's Piano Practice



Exactly how many hours did Bruce practice piano during these 7 days?

- A 2 hours
- B $2\frac{1}{2}$ hours
- C 3 hours
- D $3\frac{1}{2}$ hours