

Released Items

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NCEXTEND1 Grade 6 Reading

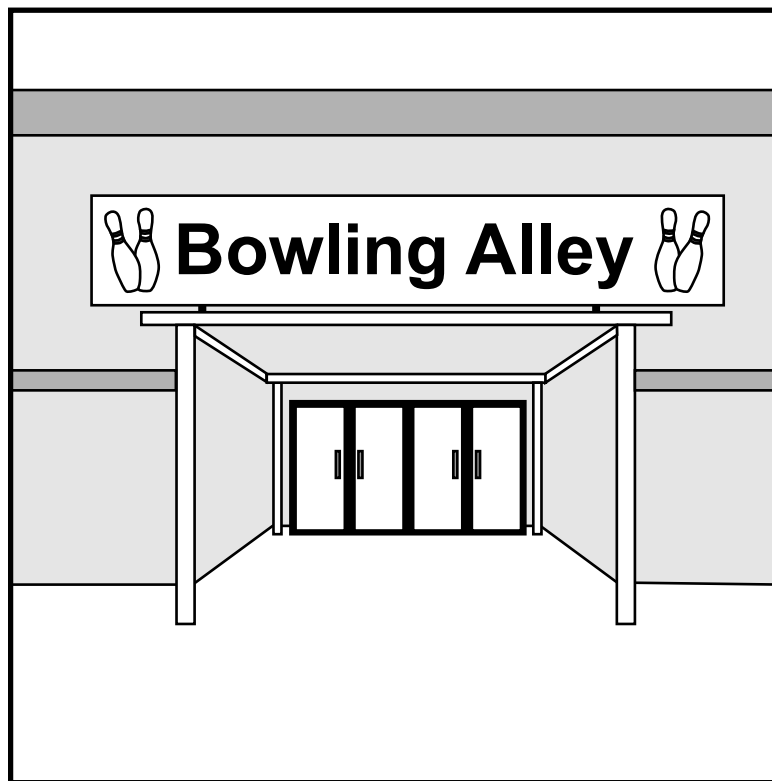


Public Schools of North Carolina

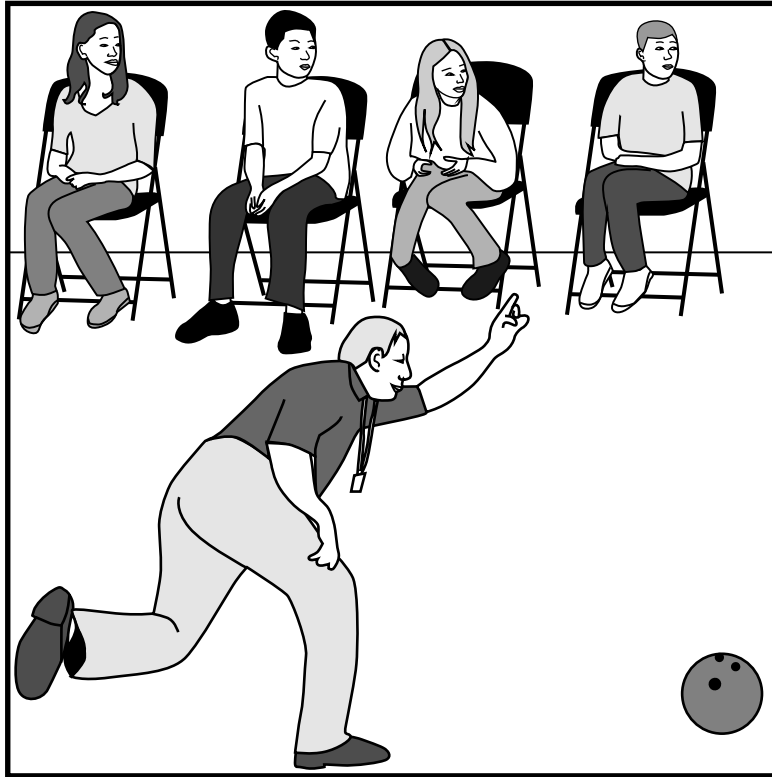
Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program

Field Trip



My class went on a field trip to a bowling alley.



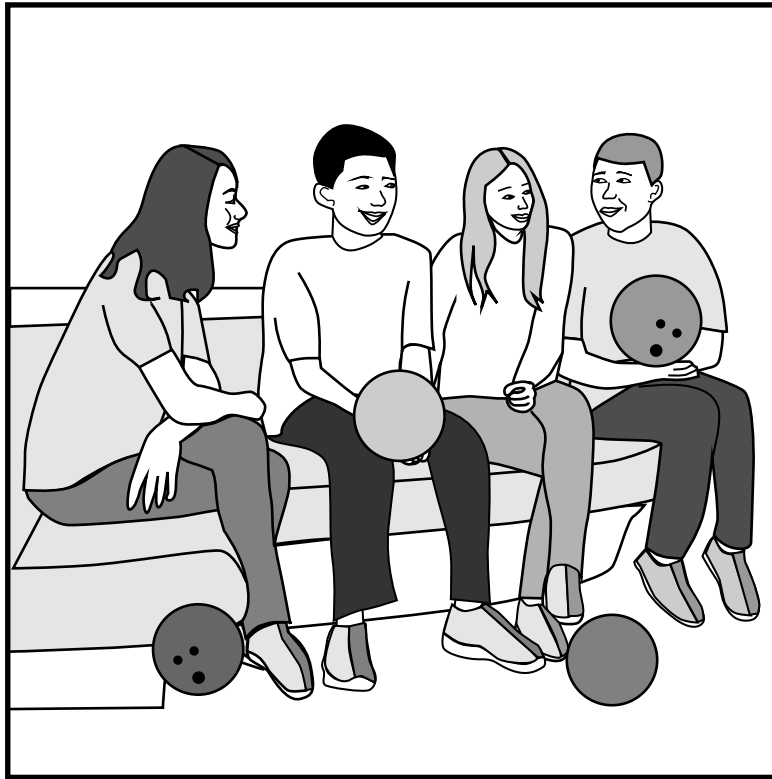
We practiced bowling in gym class a month before we went on the field trip. Our teacher taught us how to roll a bowling ball and aim for pins at the end of a bowling lane. He told us we should try to knock pins down.



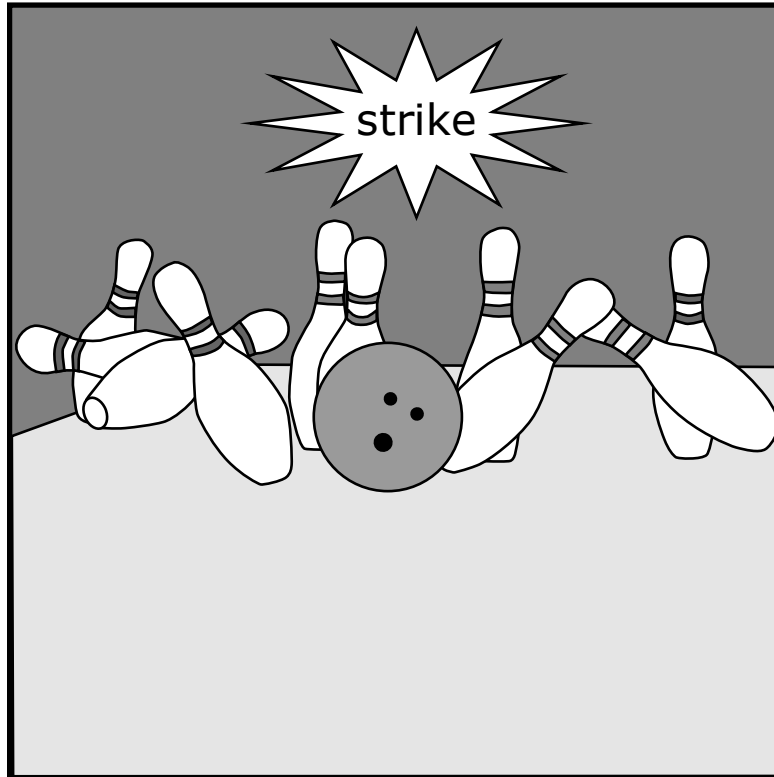
It was really hard learning how to aim the bowling ball at the pins. Our gym teacher told everyone to keep trying.



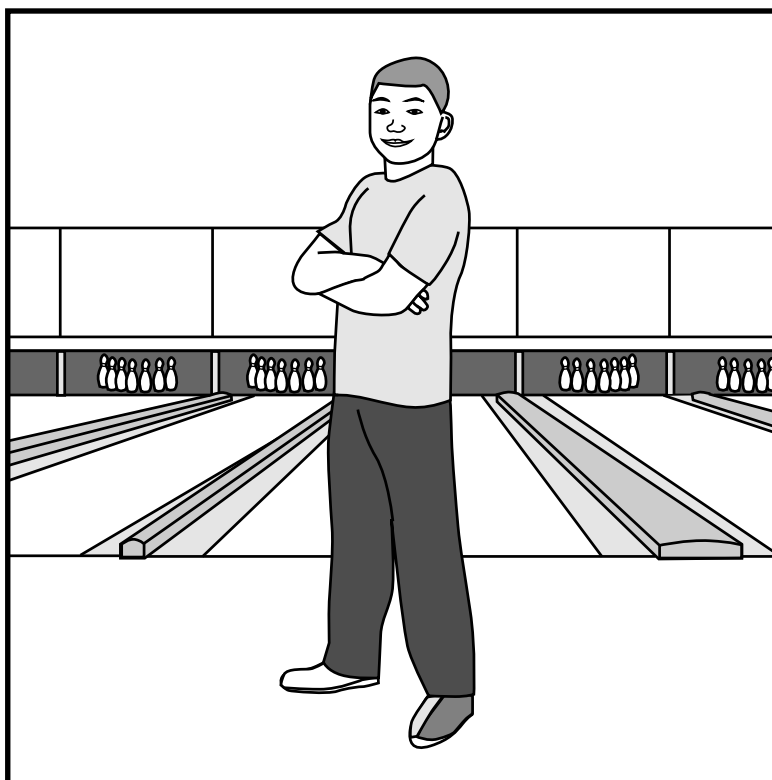
On the day of the field trip, my class rode a bus to the bowling alley. We were so excited.



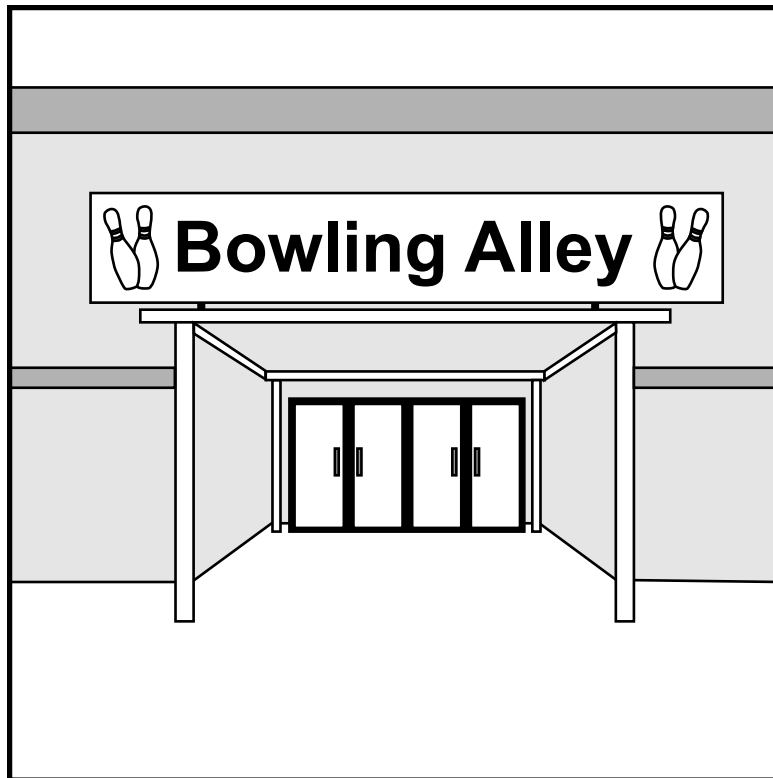
When we arrived, each of us got a pair of bowling shoes and a ball. Then, we sat down at a bowling lane.



We bowled a few games. In one game, I actually knocked down all of the pins with one roll of the bowling ball. That is called a strike. It was as loud as thunder!



I was so proud.



My sixth-grade class had a great time on our field trip to the bowling alley.



Item 1

Test Cards: Provided by NCDPI

- Selection: Field Trip
- Stem: "Which detail shows that the kids were looking forward to the field trip?"
- A: They rode a bus.
- B: They bowled a few games.
- C: They were excited.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"Which detail shows that the kids were looking forward to the field trip?"**
- The assessor presents the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"They rode a bus."** (B) **"They bowled a few games."** (C) **"They were excited."**
- The assessor repeats the stem and says: **"Which detail shows that the kids were looking forward to the field trip? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



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Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. Which detail shows that the kids were looking forward to the field trip?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"They bowled a few games."** (C) **"They were excited."**
If B was removed
 The assessor says: (A) **"They rode a bus."** (C) **"They were excited."**
- The assessor says: **"Which detail shows that the kids were looking forward to the field trip? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



Item 2

Test Cards: Provided by NCDPI

- Selection: Field Trip
- Stem: "Why did the class practice bowling first?"
- A: to learn why people bowl
- B: to learn how to bowl
- C: to learn who likes to bowl

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"Why did the class practice bowling first?"**
- The assessor presents the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"to learn why people bowl"** (B) **"to learn how to bowl"** (C) **"to learn who likes to bowl"**
- The assessor repeats the stem and says: **"Why did the class practice bowling first? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. Why did the class practice bowling first?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"to learn how to bowl"** (C) **"to learn who likes to bowl"**
If C was removed
 The assessor says: (A) **"to learn why people bowl"** (B) **"to learn how to bowl"**
- The assessor says: **"Why did the class practice bowling first? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



Item 3

Test Cards: Provided by NCDPI

- Selection: Field Trip
- Stem: "What does the word *aim* mean in the selection?"
- A: to try to hold the ball
- B: to try to hit the pins
- C: to try to ride the bus

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What does the word *aim* mean in the selection?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"to try to hold the ball"** (B) **"to try to hit the pins"** (C) **"to try to ride the bus"**
- The assessor repeats the stem and says: **"What does the word *aim* mean in the selection? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What does the word *aim* mean in the selection?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"to try to hit the pins"** (C) **"to try to ride the bus"**
If C was removed
 The assessor says: (A) **"to try to hold the ball"** (B) **"to try to hit the pins"**
- The assessor says: **"What does the word *aim* mean in the selection? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



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Item 4

Test Cards: Provided by NCDPI

- Selection: Field Trip
- Stem: "What is the goal of bowling?"
- A: to knock down the pins
- B: to throw the ball hard
- C: to stand up very straight

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What is the goal of bowling?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"to knock down the pins"** (B) **"to throw the ball hard"** (C) **"to stand up very straight"**
- The assessor repeats the stem and says: **"What is the goal of bowling? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



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Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What is the goal of bowling?"**
- The assessor presents the answer choices in the following order.
If B was removed
- The assessor says: (A) **"to knock down the pins"** (C) **"to stand up very straight"**
If C was removed
The assessor says: (A) **"to knock down the pins"** (B) **"to throw the ball hard"**
- The assessor says: **"What is the goal of bowling? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



Item 5

Test Cards: Provided by NCDPI

- Selection: Field Trip
- Stem: "What does 'loud as thunder' in the selection tell about the pins?"
- A: The pins fell to the floor softly.
- B: The pins remained standing.
- C: The ball hit the pins hard.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What does 'loud as thunder' in the selection tell about the pins?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"The pins fell to the floor softly."** (B) **"The pins remained standing."** (C) **"The ball hit the pins hard."**
- The assessor repeats the stem and says: **"What does 'loud as thunder' in the selection tell about the pins? Select an answer."**
- If the student answers correctly, the assessor ends the presentation of the sample items.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What does 'loud as thunder' in the selection tell about the pins?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"The pins remained standing."** (C) **"The ball hit the pins hard."**
If B was removed
 The assessor says: (A) **"The pins fell to the floor softly."** (C) **"The ball hit the pins hard."**
- The assessor says: **"What does 'loud as thunder' in the selection tell about the pins? Select an answer."**
 The assessor ends the presentation of the sample items.

RELEASED



Which detail shows that the kids were looking forward to the field trip?

They rode a bus.

They bowled a few games.

They were excited.

Why did the class practice bowling first?

to learn why people bowl

to learn how to bowl

to learn who likes to bowl

What does the word *aim* mean in the selection?

to try to hold the ball

to try to hit the pins

to try to ride the bus

What is the goal of bowling?

to knock down the pins

to throw the ball hard

to stand up very straight

What does “loud as thunder” in the selection tell about the pins?

The pins fell to the floor softly.

The pins remained standing.

The ball hit the pins hard.