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Public Schools of North Carolina
Department of Public Instruction | State Board of Education
Division of Accountability Services/North Carolina Testing Program

Sample Constructed Response Items

Grade 6 Reading



KidsHealth / for Kids/ Be a Fit Kid

(version on website 5/13/20)

Excerpt from “Be a Fit Kid”

There's a lot of talk these days about fit kids. People who care (parents, doctors, teachers, and others) want to know how to help kids be more fit.

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Being fit is a way of saying a person eats well, gets a lot of physical activity (exercise), and has a healthy weight. If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends.

Some parts of this are up to parents — such as serving healthy meals or deciding to take the family on a nature hike. But kids can take charge too when it comes to their health.

Here are five rules to live by, if you're a kid who wants to be fit. The trick is to follow these rules most of the time, knowing that some days (like your birthday) might call for cake and ice cream.

1. Eat a Variety of Foods

You may have a favorite food, but the best choice is to eat a variety. If you eat different foods, you're more likely to get the nutrients your body needs. Taste new foods and old ones you haven't tried for a while. Some foods, such as green veggies, may taste better the older you get. Shoot for at least five servings of fruits and vegetables a day — two fruits and three vegetables.

The full article can be found at: <https://kidshealth.org/en/kids/fit-kid.html>

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SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



Grade 6: Be a Fit Kid

Standard: RI.6.4

Depth of Knowledge (DOK): Strategic Thinking

Achievement Level Descriptor (ALD): 4

CR Item: Explain the effect of the phrase “eats well” in paragraph 2 on the meaning of the text. Use one example from the text to support your answer.

SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



Rubric:

- 2
 - Response correctly explains the effect of the phrase on the meaning of the text
 - Response provides an appropriate example from the text as support
- 1
 - Response correctly explains the effect of the phrase on the meaning of the text
 - Response provides an inappropriate example from the text or lacks an example from the text
- 0
 - Response incorrectly explains the effect of the phrase on the meaning of the text
 - Response is unable to provide an appropriate example for an incorrect answer

Answers:

Possible correct effects of the phrase “eat well” on the meaning of the text are:

1. It shows the importance of eating different foods to get adequate nutrition.
2. It shows the importance of eating new foods instead of just a few favorites.
3. It shows the importance of eating healthy foods to feel good.

Plausible text examples for the first effect: *It shows the importance of eating different foods to get adequate nutrition.*

- Different foods provide different vitamins and nutrients.
- Five servings of fruits and vegetables are recommended.

Plausible text examples for the second effect: *It shows the importance of eating new foods instead of just a few favorites.*

- Tastes can change over time as you get older.
- Trying new foods can prevent boredom of eating the same diet.

Plausible text examples for the third effect: *It shows the importance of eating healthy foods to feel good.*

- Eating healthy meals allows the body to work properly.
- Healthy meals help to maintain a healthy weight.

SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



Sample Student Response: Score point 2 (Correct answer and Correct support)

Correct answer—The student response should state (in their own words) an effect of the phrase on the meaning of the text (see Answers list).

Correct support—The student response should use an appropriate example from the text to support their answer (see Answers list).

Example: *This phrase tells us to eat healthy foods so we can get all of the vitamins we need to grow. We should get 5 servings of fruits and vegetables every day.*

Sample Student Response: Score point 1 (Correct answer and No support)

Correct answer— The student response should state (in their own words) an effect of the phrase on the meaning of the text (see Answers list).

No support—The student response uses an inappropriate example from the text (not shown on Answers list) or lacks an example to support their answer

Example: *It means that kids should eat different kinds of foods to be healthy and not the same old stuff all the time.*

Sample Student Response: Score point 0 (Incorrect answer and Support does not matter)

Incorrect answer—The student response states an incorrect effect of the phrase on the meaning of the text (not shown on Answers list).

Irrelevant support—The student response is unable to support an incorrect answer (even if a correct example is provided).

Example: *It is important that parents let children eat whatever they want. Paragraph 3 says it's up to the parents' decision.*



The Totem Pole Challenge

by The TaleWagger

One day last summer, a grandfather was sitting on a pier with his grandson fishing.

It was a warm, sunny day and several people were out and about, enjoying the fine weather, the scenery and relaxing. On a seat, near to the grandson, a young woman was reading a book and when she had finished she wandered away, leaving the book on the seat. After a while, the grandson, bored with not being able to catch a fish, strolled across to the seat and picked up the book.

He quickly flicked through the pages, decided that it was of no interest to him, and proceeded to tear out the pages, one by one. When he had sufficient, he went to the water's edge. There he proceeded to screw them into balls and throw them into the water.

"Mike!" his grandfather shouted out. "What do you think you're doing?"

"Nothin' Grandpa," came the reply, "just playing with an old book someone left behind."

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"Don't be destructive," scolded his grandfather, "someone will have to clear up your mess. More importantly though, you should realize that some author must have taken a lot of trouble to write that book."

"But it was only an old book Grandpa," replied Mike, "and anyway, anyone can write a book. It's easy!"

The old man sighed, gave an old-fashioned look, and asked. "Have you heard the story of the Totem Pole Challenge?"

Mike shook his head.

"In that case, you'd better sit down and listen carefully."

With the fishing forgotten for a while, Mike sat cross-legged on the ground and his grandfather began his tale.

"Many years ago, a small tribe lived deep in the wilderness of North America. One day the Chief met with his three sons and spoke.

SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



'I have decided that we should leave the story of our lives for others to see. When the snow melts, I will trade half of our pelts with the woodcarvers, for a totem pole.'

At first his sons could not believe what they had heard and looked at each other in amazement.

'But father,' they cried out as one, 'if you do that, we will not have enough pelts to trade for food and we will surely die! We have tomahawks and there are many trees. We can make as many totem poles as you want!'

The Chief was not convinced but paused for a moment to consider. However, his sons were adamant.

'Anybody can make a totem pole, it's easy!' they chanted.

'Anybody can make a totem pole, it's easy!'

Finally the Chief gave in and agreed that, come the springtime, they could each make a totem pole. The elders of the tribe would then select the best one and it would stand in the middle of their village and the history of the tribe would be carved upon it.

The first son spent the winter sheltering from the cold, stayed close to the settlement, and carried on doing the things that he had always done in the winter.

The second son spent most of his spare time making his tomahawk into the finest and sharpest one in the village, and thinking about where the most suitable tree might be growing.

The third son traveled afar, through the deep snow of the inhospitable countryside, to seek out the wigwams of the totem pole makers.

He spent the winter learning how they selected the trees, the tools they used and the history of totem pole making. Finally, on the way back to his village he visited the finest totem poles in the area.

When the first day of spring arrived, the three sons set about the task of carving their totem poles. By the end of the first week the third son had finished and everyone in the tribe agreed that he had carved a magnificent totem pole, fit to stand in the middle of any village. At the end of the first month, the second son had finished and the villagers agreed that he had done a neat job, but it looked more like a canoe than a totem pole!

**SAMPLE CONSTRUCTED RESPONSE ITEMS
GRADE 6 READING**



By the end of spring, the first son had finished and the villagers were unanimous that, thanks to his efforts at carving, there would be enough firewood for many years to come!

You see Mike, everything done properly is never as 'easy' as it first seems!"

SAMPLE

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SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



Grade 6: The Totem Pole Challenge

Standard: RL.6.1

Depth of Knowledge (DOK): Strategic Thinking

Achievement Level Descriptor (ALD): 4

CR Item: Make an inference about the grandfather from the information in paragraph 6. Use one example from the selection to support your answer.

SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



Rubric:

- 2
 - Response makes a correct inference about the grandfather
 - Response provides an appropriate example from the selection to support the inference
- 1
 - Response makes a correct inference about the grandfather
 - Response provides an inappropriate example from the selection or lacks an example to support the inference
- 0
 - Response makes an incorrect inference about the grandfather
 - Response is unable to provide an appropriate example for an incorrect answer

Answers:

Possible correct inferences:

1. The grandfather is an honorable person.
2. The grandfather wants to teach his grandson to be better.

Plausible examples for the first inference: *The grandfather is an honorable person.*

- The grandfather thinks about other people's feelings.
- The grandfather cares for the environment.
- The grandfather loves his grandson.

Plausible examples for the second inference: *The grandfather wants to teach his grandson to be better.*

- The grandfather scolds his grandson for poor behavior.
- The grandfather takes the time to teach his grandson correct behavior.

SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 6 READING



Sample Student Response: Score point 2 (Correct answer and Correct support)

Correct answer—The student response should state (in their own words) a correct inference about the grandfather (see Answers list).

Correct support—The student response should use an appropriate example from the selection to support the inference (see Answers list).

Example: The grandfather is a kind and honorable man who is respected in the community. He is considerate of other people's feelings.

Sample Student Response: Score point 1 (Correct answer and No support)

Correct answer— The student response should state (in their own words) a correct inference about the grandfather (see Answers list).

No support—The student response uses an inappropriate example from the selection (not shown on Answers list) or lacks an example to support the inference.

Example: I can infer that the grandfather is trying to teach his grandson how to act better.

Sample Student Response: Score point 0 (Incorrect answer and Support does not matter)

Incorrect answer—The student response states an incorrect inference about the grandfather (not shown on Answers list).

Irrelevant support—The student response is unable to support an incorrect answer (even if a correct example is provided).

Example: The grandfather is old, mean, and strict. He punishes his grandson for misbehaving.