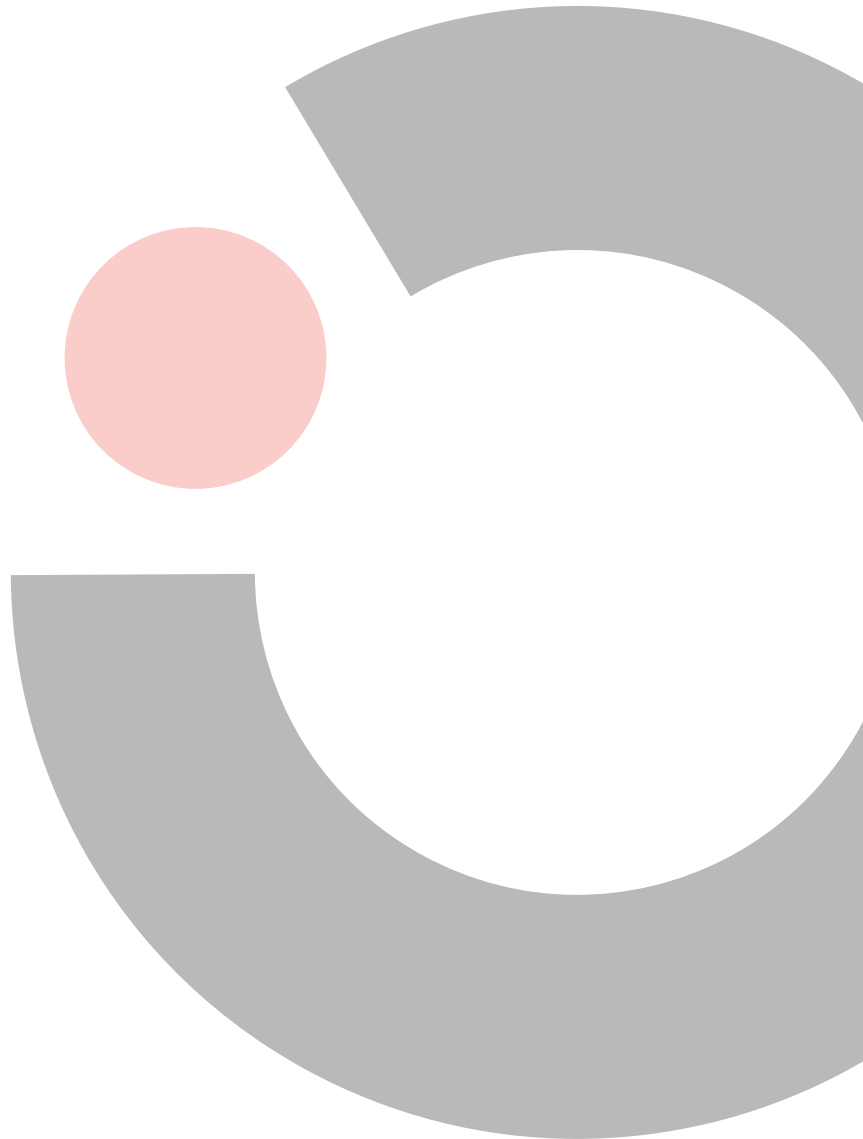




Item Sampler

Grade 6

Cognia
Interim
Assessments



Item Development Overview

Cognia™ uses Evidence-Centered Design (ECD), a principled design approach, to develop test and item specifications. ECD provides a conceptual framework for the design, development, and implementation of assessments that elicit evidence to support valid inferences about what students know and can do.

Item, Task, and Stimulus Specifications

Cognia item and task specifications describe in detail how each standard or cluster of standards is measured. Item and task specifications:

- Identify a targeted cluster of standards
- Define the content limits of the cluster of standards (what can and cannot be included in items assessing that cluster)
- Detail allowable vocabulary to be used in items measuring the standards
- Provide item or task models to outline item types that are appropriate for the targeted standards
- Include sample items

Stimulus specifications provide guidelines for:

- Passage selection
- Development of graphic stimuli to support passages and items

Further, for mathematics, Cognia content experts created detailed item specifications and “focus points” for each practice, breaking each practice into two or three discrete focus points. Cognia Interim Assessments mathematics items address a range of practice focus points.

Item Development Process

Approximately 8800 new items have been developed for these assessments. Drafted items are internally reviewed by content specialists and professional editors for:

- Alignment to standards and item specifications
- Technical quality (accuracy of right answers, usefulness of wrong answer choices, and accuracy and alignment of rubrics to the demands of the items)
- Consistency with universal design (UD) principles
- Avoidance of bias or sensitivity issues; including consideration of global use
- Appropriateness of vocabulary level, item contexts, and reading level

Reviews for Content, Bias, and Sensitivity

All new items are reviewed by educator committees before being selected for field testing. Educators and other expert stakeholders from around the world participate in the review committees. Close to 130 professionals took part in more than 20 content reviews, and more than 85 participated in bias and sensitivity reviews. The international review committee included members from China, Colombia, Egypt, India, Saudi Arabia, and the United States.

For more information, see the [Cognia Interim Assessments Overview](#)



Directions

Today you will take a test in mathematics. For this test, you will answer selected-response questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You may NOT use a calculator to answer the questions in this section.

Use the information below to answer questions 1 and 2.

Henrietta and Marcus went running on Saturday.

Henrietta ran a total of 12.5 miles in 2.5 hours. She burned a total of 1,515 calories while running. Assume that Henrietta burned the same number of calories each hour while running. Marcus also ran for 2.5 hours. He burned a total of 1,887.5 calories while running. Assume that Marcus burned the same number of calories each hour.

Alignment

Concepts and Procedures Standard: **06.RP.01.03.b**

Mathematical Processes Standard: **1**

Key: **B**

1. Which question **cannot** be answered with the given information?
 - A What was the average rate, in miles per hour, at which Henrietta ran?
 - B What was the average rate, in miles per hour, at which Marcus ran?
 - C How many more calories per hour did Marcus burn than Henrietta?
 - D How many calories did Henrietta and Marcus burn in all?

AlignmentConcepts and Procedures Standard: **06.RP.01.03.b**Mathematical Processes Standard: **3**Key: **B**

Use the information on the previous page to answer question 2.

2. Henrietta claims this expression represents the average rate, in calories per hour, of calories she burned while running.

$$\frac{2.5 \cdot 1,515}{12.5}$$

Does Henrietta's expression represent this average rate?

- A** Yes.
- B** No, she should use $\frac{1,515}{2.5}$ instead of her expression.
- C** No, she should use $\frac{1,515}{12.5}$ instead of her expression.
- D** No, she should use $\frac{1,515}{2.5 \cdot 12.5}$ instead of her expression.

AlignmentConcepts and Procedures Standard: **06.EE.03.09**Mathematical Processes Standard: **8**Key: **A**

3. The equation $3x = y - 1$ gives the values of y in the table when the value for x is 1, 2, 3, or 4.

x	y
1	4
2	7
3	10
4	13

Which statement best describes the value of y if the value of x continues to increase by 1?

- A** The value of y increases by 3.
- B** The value of y increases by 1.
- C** The value of y decreases by 1.
- D** The value of y decreases by 3.

Alignment

Concepts and Procedures Standard: **06.SP.01.03**

Mathematical Processes Standard: **2**

Key: **D**

4. This list shows data values increasing in order.

33, 40, 40, 40, 40, 51, __, 62, 71, __

Two data values are missing.

Which measures can be determined from the data without the missing numbers?

- A** the mean and the range
- B** the mode and the range
- C** the median and the mean
- D** the median and the mode

Directions

Today you will take a test in mathematics. For this test, you will answer selected-response questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You MAY use a calculator to answer the questions in this section.

Alignment

Concepts and Procedures Standard: **06.SP.01.01**

Mathematical Processes Standard: **3**

Key: **D**

5. Mr. Brown asked Susan to write a statistical question. This is the question Susan wrote.

How many children does Mr. Brown have?

Did Susan write a statistical question?

- A** Yes, because the answer is a number.
- B** No, because the question is written for only one person to answer.
- C** Yes, because there will be variability in the data collected from this question.
- D** No, because there will be no variability in the data collected from this question.

Alignment

Concepts and Procedures Standard: **06.EE.02.08**

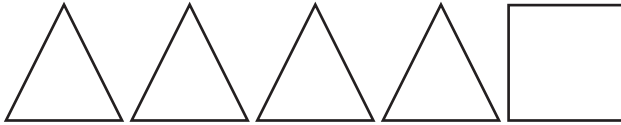
Mathematical Processes Standard: **2**

Key: **D**

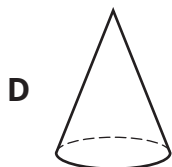
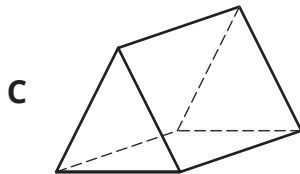
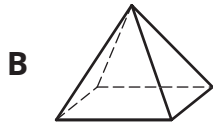
6. The highest point in New Mexico is Wheeler Peak at an altitude of 13,161 feet. Which statement can be used to describe a , the altitude, in feet, of any other location in New Mexico?
- A $a > 13,161$
 - B $a \geq 13,161$
 - C $a \leq 13,161$
 - D $a < 13,161$

AlignmentConcepts and Procedures Standard: **06.G.01.04**Mathematical Processes Standard: **7**Key: **B**

7. Lucy traced each face of a three-dimensional shape. The faces she traced are shown.



Which three-dimensional shape did Lucy trace?



Alignment

Concepts and Procedures Standard: **06.NS.02.04**

Mathematical Processes Standard: **3**

Key: **A**

8. Jill claims that since 3 and 4 are common factors of 24 and 36, 12 must also be a common factor of 24 and 36.

Roger claims that since 3 and 6 are common factors of 24 and 36, 18 must also be a common factor of 24 and 36.

Which statement **best** describes their claims?

- A** Only Jill is correct.
- B** Only Roger is correct.
- C** Both Jill and Roger are correct.
- D** Neither Jill nor Roger is correct.

**Alignment**

Concepts and Procedures Standard: **06.EE.01.02.a**

Mathematical Processes Standard: **2**

Key: **C**

9. Ben has d dollars. Sally has 3 dollars less than Ben.
Which expression represents the amount of money that Sally has?
- A $d + 3$
 - B $3 - d$
 - C $d - 3$
 - D $3d$

Directions

Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.

This passage tells about a contest between Zaki and his older brother, Farid.

Passage 1

Zaki's Challenge

by Pam Sandlin

- 1 Zaki took a deep breath and let it out slowly. When his lungs felt comfortable, he dived beneath the water. Looking up, he could see the bright sun glinting on the water's surface.
- 2 *Soon, Zaki thought, I shall be able to hold my breath as long as Farid. Then I, too, shall be able to dive for pearls and bring wealth to our family.*
- 3 With lungs burning, he quickly surfaced and gasped for breath. Zaki was small for his twelve years, and he resented being treated as a child. Farid, his older brother, had been looked upon as a man long before he was Zaki's age.
- 4 Now, every day as the sun warmed the Arabian Gulf, Farid and the other young Bahraini men went out in their wooden boats, called *dhow*s, to dive for oysters. With luck, there would be pearls in many of them. Each pearl earned a bonus for the man who found it. Many times Zaki begged to go along, but Farid always refused to let him.
- 5 "You?" Farid would laugh. "First, small one, you have to become larger than the oyster!" Still laughing, Farid would go his manly way, leaving Zaki bitter and angry.
- 6 So every day Zaki would go to the shallow water to practice. His grandfather, a former diver, would watch him and advise him. All morning, Zaki would practice diving beneath the waves. Every afternoon, again and again he would go underwater and hold his breath. With each day's practice, his diving improved and he could hold his breath a little while longer.
- 7 Soon Zaki felt as much at home in the water as he did out of it. Now, if only Farid would take him seriously.
- 8 *Tomorrow will be the day, Zaki decided. Tomorrow I shall challenge Farid. When I can stay beneath the waves longer than he, the whole village will know I am a man.* Zaki waded to the shore, his mind focused on the next day.
- 9 He rose early the next morning. Even so, he had to hurry to catch up with Farid, who was already on the beach.

Grade 6 | Reading

10 “Farid, wait!” called Zaki. “I must speak to you.”

11 In the stillness of the morning his voice carried clearly. The group of men around Farid grew quiet as Zaki spoke.

12 “Farid, I say that I can hold my breath under the water as long as you can. If I win, I ask only that you treat me as a man and let me dive by your side.”

13 The men of the village gasped and began to laugh. Zaki silently waited for his brother to answer.

14 Farid looked amused. “And what happens, young brother, when you lose?”

15 At the word *when* instead of *if*, Zaki lost his temper.

16 He shouted, “I will not lose!” He took a breath. “But if I should, I promise not to ask to go with you for a full year!”

17 “Then it will be worth it not to listen to your pleading,” said Farid dryly. “When will this contest begin?”

18 “Now,” replied Zaki. “Let us go into the Gulf. The men of the village are here to judge.”

19 Farid looked surprised, but with all of his friends looking on, he had little choice but to agree.

20 Zaki and Farid waded out into the sea until it was deep enough for them to dive. One of the men counted slowly to ten to give the brothers time to regulate their breathing. Then, at a signal, both dived beneath the waves. Zaki opened his eyes and found himself looking into his brother’s face. Farid was smiling with confidence. That smile made Zaki even more determined to win.

21 Seconds ticked by slowly with neither brother moving toward the surface. Slowly, too, the smile was fading from Farid’s face. Zaki knew that his brother had not been expecting any serious competition. As more seconds passed and turned into a minute, a frown appeared on Farid’s face. Soon the frown turned into a worried look. Farid was realizing that Zaki could possibly beat him.

22 Looking into Farid’s eyes, Zaki suddenly understood what losing could mean to his brother. Never would the villagers allow him to live it down. He would be teased and tormented about losing to a mere child.

23 Zaki’s throat felt tight, but his lungs had not yet begun to burn. He still had time before he must surface, but the strain was showing on Farid’s face.

24 Zaki reached out, touched his brother’s hand, and smiled. Almost without thinking, Zaki kicked his feet and rose to the surface of the water a second before Farid’s head appeared beside him.

25 The men around them cheered and patted Farid on the back. Farid, however, put his arm around Zaki’s shoulders.

26 “Today,” Farid announced, “we shall have a new diver among us.” Then quietly, for Zaki’s ears alone, he said, “Thank you, my brother.” And Zaki knew that they both had learned that it takes more than strength to make a man.

“Zaki’s Challenge” by Pam Sandlin. Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved. Used by permission.

This passage is about a water nymph who longs to be something else.

Passage 2

CLYTIE

by Flora J. Cooke

- 1 CLYTIE was a beautiful little water nymph who lived in a cave at the bottom of the sea. The walls of the cave were covered with pearls and shells. The floor was made of sand as white as snow.
- 2 There were many chairs of amber with soft mossy cushions. On each side of the cave-opening was a great forest of coral. Back of the cave were Clytie's gardens.
- 3 Here were the sea anemones, starfish and all kinds of seaweed.
- 4 In the garden grotto were her horses. These were the gentlest goldfish and dolphins.
- 5 The ocean fairies loved Clytie and wove her dresses of softest green sea lace.
- 6 With all these treasures Clytie should have been happy, but she was not. She had once heard a mermaid sing of a glorious light which shone on the top of the water.
- 7 She could think of nothing else, but longed day and night to know more of the wonderful light.
- 8 No ocean fairy dared take her to it, and she was afraid to go alone.
- 9 One day she was taking her usual ride in her shell carriage. The water was warm and the dolphins went so slowly that Clytie soon fell asleep. On and on they went, straight towards the light, until they came to an island.
- 10 As the waves dashed the carriage against the shore Clytie awoke. She climbed out of the shell and sat down upon a large rock. She had never seen the trees and flowers.
- 11 She had never heard the birds chirping or the forest winds sighing.
- 12 She had never known the perfume of the flowers or seen the dew on the grass.
- 13 In wonder, she saw a little boy and girl near her and heard them say, "Here it comes! Here it comes!"
- 14 As she looked away in the east she saw the glorious light that she had so longed for. In its midst, in a golden chariot, sat a wonderful king.
- 15 The king smiled and instantly the birds began to sing, the plants unfolded their buds, and even the old sea looked happy.
- 16 Clytie sat on the rock all day long and wished that she might be like the great kind king.
- 17 She wept when he entered the land of the sunset and she could see him no longer. She went home, but she could scarcely wait until the morning. Very early the next day her swiftest goldfish carried her to the rock.

Grade 6 | Reading

- 18 After this, she came every day, wishing more and more to be like the great kind king. One evening as she was ready to go home, she found that she could not move her feet. She leaned out over the sea and knew that she had her wish. Instead of a water nymph a beautiful sunflower looked back at her from the water.
- 19 Her yellow hair had become golden petals, her green lace dress had turned into leaves and stems, and her little feet had become roots which fastened her to the ground.
- 20 The good king the next day sent her into many countries, into dry and sandy places, that the people might be made happy by looking at her bright face, so like his own.

"CLYTIE" from *Nature Myths and Stories for Little Children* by Flora J. Cooke. In the public domain.

Grade 6 | Reading

Alignment

Standard: **RL.06.05**

Key: **D**

1. What does paragraph 5 in Passage 1 reveal about the brothers' relationship?
- A** Farid wants to make Zaki laugh.
 - B** Farid enjoys Zaki's brotherly admiration.
 - C** Zaki is jealous of Farid's reputation for finding pearls.
 - D** Zaki's feelings toward Farid cause Zaki to practice more.

Alignment

Standard: **RL.06.01**

Key: **B**

2. In Passage 1, why is Zaki's grandfather a good choice to watch and advise Zaki?
- A** He is Zaki's closest relative.
 - B** He is an experienced diver.
 - C** Farid asked him to help Zaki.
 - D** The village men expect him to help.

Grade 6 | Reading

Alignment

Standard: **RL.06.04**

Key: **A**

3. In paragraph 18 of Passage 1, what is the effect of the tone created by Zaki's choice of the words "Now" and "Let us go"?
- A It emphasizes how serious Zaki is about winning the contest.
 - B It reveals why Zaki's grandfather is helping Zaki.
 - C It casts doubt on Zaki's ability to achieve success.
 - D It makes the reader question Zaki's motives.

Alignment

Standard: **RL.06.06**

Key: **D**

4. How would paragraphs 21 and 22 in Passage 1 be different if they were told from Farid's point of view?
- A The reader would understand how Farid is able to hold his breath for so long.
 - B The reader would know what Farid was going to say when he surfaced.
 - C The reader would know what Farid was planning to do if he won the contest.
 - D The reader would understand why the smile was fading from Farid's face.

Grade 6 | Reading

Alignment

Standard: **RL.06.04**

Key: **A**

5. In paragraph 12 of Passage 2, what does the phrase “the perfume of the flowers” reveal about Clytie?
- A** She thinks the flowers smell wonderful.
 - B** She thinks the flowers smell strange.
 - C** She thinks the flowers resemble her own gardens.
 - D** She thinks that she is dreaming.

Grade 6 | Reading

Alignment

Standard: **RL.06.03**

Key: **B, C**

This question has two parts. Be sure to answer both parts of the question.

6. In Passage 2, how has Clytie changed by the end of the story?

- A** She has become the new ruler of the sky.
- B** She has found happiness on land in a new form.
- C** She has learned to appreciate her underwater home.
- D** She has become bitter and upset about her situation.

Which choice provides the **best** evidence for the answer to the previous question?

- A** "With all these treasures Clytie should have been happy."
- B** "After this, she came every day, wishing more and more to be like the great kind king."
- C** "She leaned out over the sea and knew that she had her wish."
- D** "Her yellow hair had become golden petals."

Grade 6 | Reading

Alignment

Standard: **RL.06.09**

Key: **D**

7. Which of the following **best** describes how Zaki and Clytie each feel about the sea?
- A** Zaki views the sea as ugly, while Clytie views it as beautiful.
 - B** Zaki views the sea as a threat, while Clytie views it as peaceful.
 - C** Zaki views the sea as his home, while Clytie views it as a strange place.
 - D** Zaki views the sea as an opportunity, while Clytie views it as restrictive.

Directions

Today you will take a test in language usage. For this test, you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

Read the passage. Then answer the questions that follow.

Installation Art

1. You have possibly seen tons of art in your life, whether it is in museums, on postcards, or in someone's home. **2.** But have you ever heard of installation art? **3.** Instead of being limited to a frame, installation art usually uses a larger space. **4.** Sometimes, an artist can turn an entire room into an unusual and puzzling work of art. **5.** For example, artist Martin Creed designed an empty room in which the lights switched on and off every five seconds. **6.** Other times, only part of a room is meant to be art. **7.** Artist Nam June Paik created an electronic map of the United States using neon lights and televisions. **8.** His art covers a wall at the Smithsonian American Art Museum.

9. One of the most important things to know about installation art is that it should be seen in person. **10.** Installation artists create art that is meant to be experienced, so it is hard to completely understand them from a photograph or even a video. **11.** Richard Serra makes giant, curving steel sculptures that viewers can walk through like hallways. **12.** Another artist, José de Creeft, created a sculpture of a scene from *Alice in Wonderland*, a well-known nineteenth-century novel, in a large public park. **13.** Different from a regular one, however, this one was built to be sat on and climbed through. **14.** People of all ages can pretend to enter the famous story and imagine interacting with the setting and with its favorite characters. **15.** This is why people who are interested should see installation art in the environment that it was designed for.

"Installation Art" © 2015 by Cognia, Inc.

Grade 6 | Language Usage

Alignment

Standard: **W.06.02.e**

Key: **C**

1. How should the underlined word in sentence 1 be changed to maintain the style of the passage?
- A** NO CHANGE
 - B** a whole lot
 - C** a great deal
 - D** an excessive amount

Alignment

Standard: **L.06.01.d**

Key: **C**

2. How should the underlined word in sentence 10 be changed?
- A** NO CHANGE
 - B** these artists
 - C** their artwork
 - D** the experiences

Grade 6 | Language Usage

Alignment

Standard: **W.06.02.b**

Key: **B**

3. The writer is deciding whether sentence 12 helps develop the topic of the second paragraph. Should the writer keep sentence 12?
- A Yes, because it offers important details about the materials used to make installation art.
 - B Yes, because it provides an example of installation art that needs to be experienced.
 - C No, because it does not assist in the readers' understanding of outdoor installation art.
 - D No, because it does not show how installation art can communicate popular stories.

Alignment

Standard: **W.06.02.d**

Key: **B**

4. Which change makes the underlined portion of sentence 13 more precise?
- A NO CHANGE
 - B Unlike a traditional sculpture,
 - C Unusual for this sort of thing,
 - D Contrary to the normal kind of sculpture,

Grade 6 | Language Usage

Alignment

Standard: **L.06.01.c**

Key: **D**

5. How should the underlined word in sentence 14 be changed?

- A NO CHANGE
- B her
- C our
- D their

Alignment

Standard: **W.06.02.f**

Key: **B, D**

This question has two parts. Be sure to answer both parts of the question.

6. Which choice would be the **best** to add as a concluding sentence for the passage?

- A Even though installation art is all around, many people still do not know what it is.
- B In an art gallery or a public park, installation art invites people not just to look at it, but to explore it.
- C Installation art is also special because it is often only on display for a short period of time.
- D Sometimes it seems as though installation art can have many different interpretations.

Which choice provides the **best** evidence for the answer to the previous question?

- A "lights switched on and off every five seconds"
- B "One of the most important things to know"
- C "that viewers can walk through like hallways"
- D "imagine interacting with the setting"



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