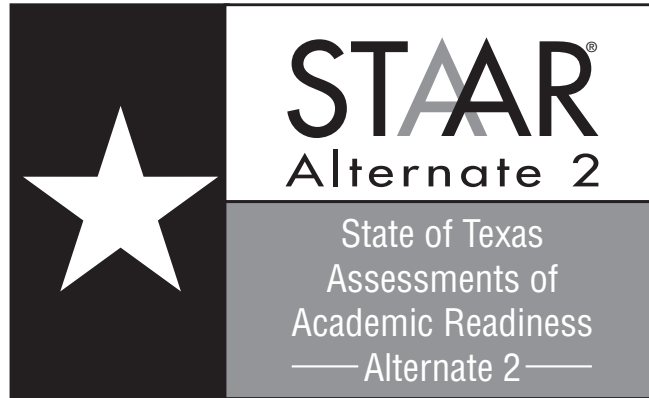




READING **Grade 4**

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	4	Subject	Reading	Question	1
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 4.13		Students understand how to glean and use information in procedural texts and documents.			
Essence Statement		Recognizes sequence and uses factual information from graphic features in procedural texts.			
Prerequisite Skill		identify the meaning of specific signs (e.g., traffic signs, warning signs) (K)			

Question 2

Grade	4	Subject	Reading	Question	2
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 4.13		Students understand how to glean and use information in procedural texts and documents.			
Essence Statement		Recognizes sequence and uses factual information from graphic features in procedural texts.			
Prerequisite Skill		identify the meaning of specific signs (e.g., traffic signs, warning signs) (K)			

Question 3

Grade	4	Subject	Reading	Question	3
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 4.13		Students understand how to glean and use information in procedural texts and documents.			
Essence Statement		Recognizes sequence and uses factual information from graphic features in procedural texts.			
Prerequisite Skill		explain the meaning of specific signs and symbols (e.g., map features) (1)			

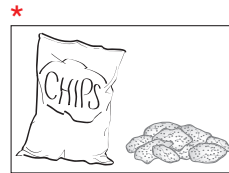
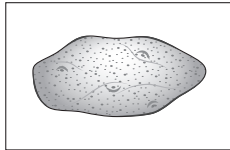
Question 4

Grade	4	Subject	Reading	Question	4
Reporting Category 3		Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.			
Knowledge and Skill Statement 4.13		Students understand how to glean and use information in procedural texts and documents.			
Essence Statement		Recognizes sequence and uses factual information from graphic features in procedural texts			
Prerequisite Skill		use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) (2)			

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the sentence and symbols. *Communicate* the text.
- *Communicate*: **This is a potato. These are potato chips.**
- *Communicate*: **Find the symbol for potato chips.**

Stimulus 1



Potatoes are sliced to make potato chips.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the symbol for potato chips,	➡	mark A for question 1 and move to question 2.
If the student does not find the symbol for potato chips,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the symbol for potato chips,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the symbol for potato chips,	➡	mark C for question 1 and move to question 2.

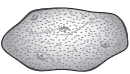
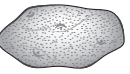
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate*: **This is a recipe.**
- *Direct* the student to Stimulus 2a. *Communicate* the title and each step, inserting the word for each picture icon.
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find the symbol used for the potatoes in the recipe.**

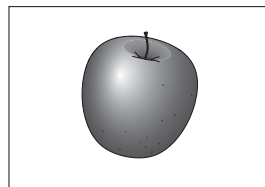
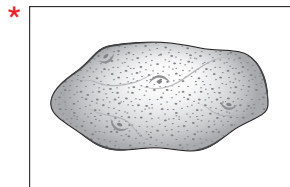
Stimulus 2a



How to Make Potato Chips

1. Wash 3 .
2. Cut the  into very thin slices.
3. Spray grease on a flat pan.

Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the potato in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the potato in Stimulus 2b,	➡	• model the desired student action by finding the potato in Stimulus 2b and <i>communicate</i> “This is the symbol for the potatoes”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the potato in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the potato in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

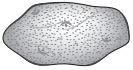
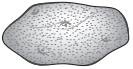
Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate*: **Here are more steps in the recipe for “How to Make Potato Chips.”**
- *Direct* the student to Stimulus 3a. *Communicate* the title and each step, inserting the word for each picture icon.
- *Direct* the student to each answer choice in Stimulus 3b.
- *Communicate*: **Find the symbol for greasing the pan.**

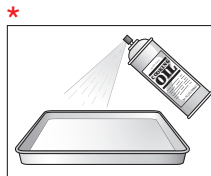
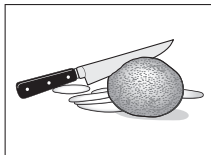
Stimulus 3a



How to Make Potato Chips

1. Wash 3 .
2. Cut the  into very thin slices.
3. Spray grease on a flat pan.
4. Place sliced potatoes on the greased flat pan.

Stimulus 3b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the symbol for greasing the pan,	➡	mark A for question 3 and move to question 4.
If the student does not find the symbol for greasing the pan,	➡	provide one of these allowable teacher assists to the student: • Have the student identify the steps in the recipe. OR • Have the student describe the answer choices. OR • Highlight and <i>communicate</i> the first word in each step. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the symbol for greasing the pan,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the symbol for greasing the pan,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a. *Communicate:* **Here are more steps for “How to Make Potato Chips.”**
- *Direct* the student to the empty box in Step 5 in the recipe. *Communicate:* **A step in the recipe is missing.**
- *Communicate* the title and each step.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the missing step needed to make the potato chips.**

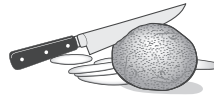
Stimulus 4a

How to Make Potato Chips

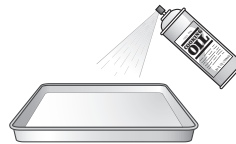
1. Wash 3 potatoes.



2. Cut the potatoes into very thin slices.



3. Grease a flat pan.

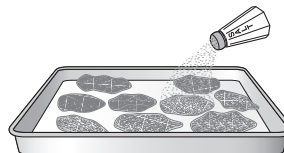


4. Place the sliced potatoes on the greased flat pan.



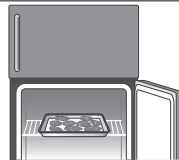
5.

6. Sprinkle salt on the warm potatoes.

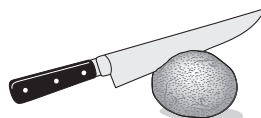


Stimulus 4b

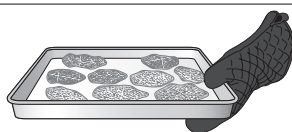
Place the pan of potatoes in the refrigerator.



Cut the potatoes in half.



*
Bake at 425° for 30 minutes.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Bake at 425° for 30 minutes,"	➡	mark A for question 4.
If the student does not find the sentence "Bake at 425° for 30 minutes,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Bake at 425° for 30 minutes,"	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find the sentence "Bake at 425° for 30 minutes,"	➡	mark C for question 4.