

VIRGINIA STANDARDS OF LEARNING

Spring 2010 Released Test

GRADE 6 READING

Form R0110, CORE 1

Property of the Virginia Department of Education

Copyright ©2010 by the Commonwealth of Virginia, Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may reproduce any portion of these released tests for non-commercial educational purposes without requesting permission. All others should direct their written requests to the Virginia Department of Education, Division of Student Assessment and School Improvement, at the above address or by e-mail to Student_Assessment@doe.virginia.gov.

Directions

Read the passage. Then read each question about the passage and choose the best answer.

SAMPLE A

Mia’s Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn’t sure what the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

This story is mostly about Mia —

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read these sentences.

Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.

What does the word misplaced mean?

- F lost
- G changed
- H broken
- J hidden

**Go to the next
page and continue
working.**

Directions: Read the flier and answer the questions that follow.

TALENT ON PARADE

It is time for the Smithdale Student Activity Club's yearly talent show. In the past, the club has had performers sing, dance, perform skits, juggle, and play violin, guitar, or piano. This year the show will be called "Talent on Parade," and we are looking for performers with great new ideas. In addition, we have planned two important changes for this year's show.

TWO SHOWS INSTEAD OF ONE

First, "Talent on Parade" will be held on two nights. Performers in the Wednesday night show will include students in Grades K–5. Performers in the Friday night show will include students in Grades 6–12.

Smithdale High School Auditorium
Wednesday, May 11, 6:30 P.M.
Friday, May 13, 7:30 P.M.



NO TRYOUTS

The second change is that this year's performers will be chosen in a new way. No tryouts will be held. The first twenty acts to sign up for each show will be accepted. Others will be put on a waiting list in case someone drops out or has an act that is not allowed. You will be notified by telephone or e-mail if your act is included.

If you do not wish to perform but would enjoy helping backstage with lights or sound, print "stagehand" in large letters at the top of the permission slip.

RULES FOR ACTS

1. Each student chosen to perform must turn in a permission slip signed by a parent or guardian.
2. All performers must be at the school one hour before showtime.
3. Performers must provide their own transportation to and from the school.
4. Each act is limited to three minutes.
5. No act may have more than five people in it.
6. Performers who are singing must also turn in a typewritten sheet with the lyrics. Acts that use songs that are inappropriate for a school audience will not be allowed.
7. Performers must provide their own music (tapes, CDs, or instruments) and costumes.
8. Singers may sing with or without musical accompaniment, but they may not sing along with a recorded voice on a CD or tape.
9. Costumes will be approved at the dress rehearsals on May 5 and 9.

DRESS REHEARSALS

Rehearsals will be held in the Smithdale High School Auditorium.

- Grades K–5—Thursday, May 5, 6:00 P.M.—7:00 P.M.
- Grades 6–12—Monday, May 9, 7:00 P.M.—8:00 P.M.

You may have to perform your act a second time, so be prepared to stay an extra hour.

1 Read this dictionary entry.

act (ăkt) *n.* **1.** The process of doing something. **2.** A written record of actions. **3.** One of the major divisions of a play or opera. **4.** A performance and its members.

What is the meaning of acts in the section “NO TRYOUTS”?

- A** 1
- B** 2
- C** 3
- D** 4

2 Which question is answered in the section “NO TRYOUTS”?

- F** Will students have an opportunity to practice?
- G** How will students know they are in the show?
- H** When is the show for high school students?
- J** How long is each performance?

3 Read this sentence from the flier.

If you do not wish to perform but would enjoy helping backstage with lights or sound, print "stagehand" in large letters at the top of the permission slip.

What is the job of a stagehand?

- A** To design costumes
- B** To direct performers
- C** To play musical instruments
- D** To provide special support

4 The twenty-first group to sign up will be allowed to perform if —

- F** another performer is unable to attend
- G** another performance is shortened
- H** the performance is original
- J** the performer is approved

- 5 Each person performing in the talent show is required to submit a —**
- A** telephone number
 - B** musical recording
 - C** permission slip
 - D** costume sketch
-
- 6 On what day does a second grader need to show up for rehearsal?**
- F** Wednesday, May 11
 - G** Friday, May 13
 - H** Thursday, May 5
 - J** Monday, May 9
-
- 7 Based on information about the talent show, which word *best* describes the members of the Smithdale Student Activity Club?**
- A** Strict
 - B** Important
 - C** Clever
 - D** Organized

8 Where would this flier *most* likely be found?

- F** In a city newspaper
- G** In a school newsletter
- H** On a website about singing
- J** On a wall of a music store

9 What is the purpose of this flier?

- A** To explain what a talent show is to the reader
- B** To inform the reader about the talent show guidelines
- C** To persuade the reader to develop a new talent
- D** To tell the reader what skills are needed for the talent show

10 Which would be *most* helpful to include in the flier?

- F** A date to sign up for the show
- G** A list of teachers involved in the show
- H** A photograph from a previous show
- J** A timeline of student events

**Go to the next
page and continue
working.**

Directions: Read the story and answer the questions that follow.

Drawing on a New Friendship

- 1 For the third Tuesday in a row, I walked to the park after school and found a shady spot under a yellow poplar tree. I pulled my sketchbook and a package of colored pencils from my backpack and scanned the park looking for ideas. Two girls were playing catch by the baseball diamond, a few small groups of mothers and toddlers were gathered at the picnic tables, and about a dozen children were playing on the jungle gym. After weighing my options, I turned my attention to the girls playing catch and began sketching. After I had drawn the rough outline of a girl with her glove raised, a shadow fell across my sketchbook.
- 2 "That's not a bad start," said the shadow. "Do you have any finished drawings?" I looked up to see a boy about my age surveying my sketchbook over my shoulder.
- 3 I was both annoyed at the interruption and embarrassed that someone was looking at my drawing. "Not bad?" I asked.
- 4 "No need to be offended," the boy laughed, pulling a sketchbook out of his own backpack and handing it to me. "Want to look at my drawings?"
- 5 While deciding what to do, the curiosity bug bit me, and I traded sketchbooks with him. His sketches of people were okay, but I was really impressed by his drawings of nature. There were charcoal drawings of trees, leaves, rocks, and rivers, all done with great thoroughness and detail.
- 6 "Wow! You just might have some talent," I said. "What's your name?"
- 7 The boy reached to take back his sketchbook and answered, "Kenyi Thompson. My family just moved here from Alexandria."
- 8 I smiled widely as a thought dawned on me. "I thought you looked familiar!" I exclaimed. "I'm Vanessa Ruiz. We're in the same math class."
- 9 Kenyi sat down next to me, and we talked about how school here compared to his former school. Having lived in the same place my whole life, I never thought about how hard leaving one school and starting over at another must be.
- 10 "Why aren't you in my art class?" I asked. "Anyone who can do charcoal drawings like these should be taking art."
- 11 Kenyi replied, "The sixth-grade art class is full, so I have to wait until next semester. Besides, you're the talented one. I really struggle at drawing people, but you make it look easy."
- 12 "I have a great idea!" I declared. "Let's make drawings together! You can draw the nature scenes on one sheet of paper while I draw the people on another. Then we'll switch and finish each other's drawings. That way, both drawings would show off both of our talents!"

- 13 "That's not a bad idea, Vanessa," Kenyi agreed. "What should we draw first?"
- 14 I noticed that the girls playing catch had left and most of the other children had abandoned the jungle gym. I looked around the rest of the park until my eyes landed on the perfect subject. Pointing to a cluster of trees about ten feet away, I said, "We should draw those kids climbing trees!"
- 15 About an hour later, Kenyi and I had completed our masterpieces. On one sheet of paper I had drawn a boy in a bright green shirt, positioned as though he were wrapped around the trunk of a tree. Kenyi had added a red maple tree afterward, drawing the leaves in stunning shades of crimson and orange. On the other sketch, Kenyi had drawn a beautiful hickory tree with extended branches, and I had added a girl swinging by her legs from the lowest branch.
- 16 "This was a fun idea," I said, returning my colored pencils and sketchbook to my backpack.
- 17 "Not bad at all," Kenyi replied as he also put away his supplies. "Hey, Vanessa, would you want to meet me here again to draw together?"
- 18 "See you next Tuesday, Kenyi," I said with a smile.

11 In paragraph 1, the phrase "weighing my options" means —

- A** finding a place to sit
- B** considering choices
- C** looking around an area
- D** setting up supplies

12 Based on paragraph 1, why does Vanessa *most* likely choose to sketch at the park?

- F** It has a variety of people and activities to draw.
- G** Her teacher suggests she try drawing in various places.
- H** It is a quiet place to practice her drawing.
- J** She likes to practice drawing nature scenes.

13 In paragraphs 1 and 2, the author uses the word “shadow” to create a sense of —

- A** concern
- B** mystery
- C** humor
- D** comfort

14 Read this sentence from paragraph 5.

There were charcoal drawings of trees, leaves, rocks, and rivers, all done with great thoroughness and detail.

In which word does -ness mean the same as it does in thoroughness?

- F business
- G harness
- H kindness
- J witness

15 Why does the author include paragraph 8 in the story?

- A To explain the reason for the major conflict
- B To provide clues as to how the story will end
- C To show how the setting is related to the plot
- D To establish a connection between the characters

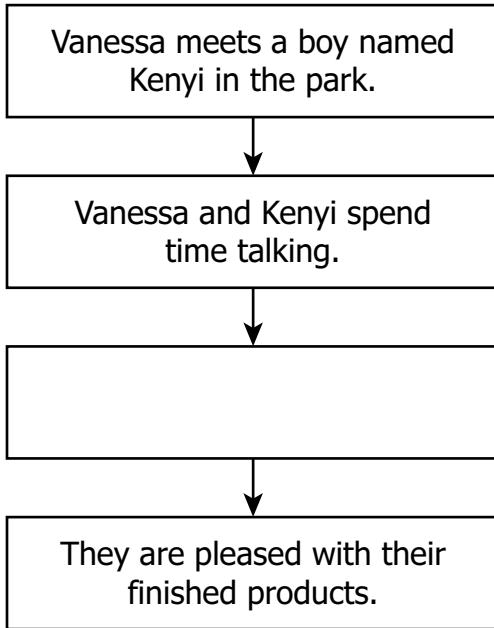
16 Based on paragraphs 11 and 12, Kenyi and Vanessa will *most* likely —

- F** help each other with math homework
- G** enter their combined drawings in an art contest
- H** experiment with other art supplies
- J** help each other improve their art skills

17 The imagery in paragraph 15 *most* appeals to the reader's sense of —

- A** sight
- B** touch
- C** smell
- D** sound

18 Read this flow chart based on the story.



Which of these *best* completes the flow chart?

- F** They enjoy each other’s drawing lessons.
- G** They agree to draw girls playing catch.
- H** They decide to draw with crayons instead of charcoal.
- J** They decide to finish each other’s drawings.

19 The story is titled “Drawing on a New Friendship” because it is about —

- A** Kenyi, who realized that moving to a new school means making new friends
- B** Vanessa and Kenyi, who become friends because of a common interest
- C** Kenyi and Vanessa, who practice drawing for art class regularly
- D** Vanessa, who becomes more comfortable with her drawing skills

20 Which of these *best* describes the theme of the story?

- F** Teamwork makes the best use of different talents.
- G** The beauty of nature can be inspiring.
- H** Educational experiences may be found in unlikely events.
- J** Willingness to complete a task builds character.

21 Why did the author *most likely* write this story?

- A** To demonstrate the importance of art lessons
- B** To explore the idea of sharing skills
- C** To contrast the use of crayons versus charcoal
- D** To show the different activities parks have to offer

**Go to the next
page and continue
working.**

Directions: Read the article and answer the questions that follow.

Animal Play

- 1 What do a ball-tossing rhinoceros, a backflipping monkey, and a somersaulting badger have in common? Just like children, animals enjoy playing. Lion cubs love to wrestle. They take turns playing the predator and the prey. Young mountain goats run, leap, and twist in the air. Youthful zebras skip, kicking their hind legs for no obvious reason. Baby animals spend countless hours and large amounts of energy at play.

Understanding Animal Play

- 2 Scientists have studied animal play for many years. Two leaders in this field of research are John Byers of the University of Idaho and Marc Bekoff of the University of Colorado. They describe animal play as actions that have a purpose but do not seem meaningful. For example, kittens at play may use the same movements as adult cats use when they are hunting, but the kittens are not really stalking prey. Much research has been done on young animal play and adult activities. Since the 1800s, scientists have recognized that young animal play is practice for adult behavior. Today this play is roughly divided into four different groups. In the article "Jungle Gyms: The Evolution of Animal Play," Alex Hawes discusses these four groups. They are locomotor play (which refers to the *movements* animals carry out in their play), predatory play, object play, and social play.

Locomotor Play

- 3 Running, leaping, turning, and heel kicking are some of the most common examples of animal play. These movements resemble similar actions of adult animals. However, when carried out by a young animal, the actions do not have the same purpose or goal as they would for an adult animal. An adult deer may run, leap, and twist to escape its attackers. Young deer run, leap, and twist just for fun, without being chased. Play movements like these train young animals to be alert and fast. Someday these skills might help save their lives.

Predatory Play

- 4 Stalking, pouncing, and biting are examples of animal play that help young predators prepare for a life of chasing and catching prey. Wild cats, wolves, and bears are predators. Seeing young cats, pups, and cubs engage in this type of play with their peers is common. This hunting play sharpens the animals' skills and teaches them about their strengths and limitations.

Object Play

- 5 For children, playing with toys is both fun and educational. Toys help children learn in new ways. Playing with toys can improve a child's hand and eye movements as well as develop hand skills to accomplish tasks. For many young animals, playing with toys or objects accomplishes the same goals. Young chimpanzees improve their hand skills while playing with sticks. Birds also play with objects in ways that teach. Swallows drop and recover feathers in midair. Swooping down to catch the feathers is good practice for catching flying insects, one of the birds' favorite snacks.

Social Play

- 6 Playing helps animals learn how to behave when they encounter other animals. Wrestling or playing a game of tag may seem very innocent among young animals. In fact, this play can help prepare the animals for unfriendly situations they will meet as adults. Social play also teaches animals about communication. An animal gives signals to let another animal know it wants to play. Many animals give signals by showing a “play face.” In some ways this face is like a human smile; the animal holds its mouth in a relaxed and open manner. During play-fights, some animals may crouch or bow to signal that they are playing and not acting seriously. Bold but relaxed paw movements are another signal of animal play.
- 7 Many young animals engage in playful acts that help prepare them for serious adult situations. The numbers of playful species and examples of animal play are vast. The purpose of animal play may have meanings scientists have not yet discovered. As researchers continue to study this fascinating field, we are just beginning to understand what might be behind the playfulness of young animals.



- 22 In paragraph 1, the words “ball-tossing,” “backflipping,” and “somersaulting” create an image of —
- F wild confusion
 - G aimless activity
 - H lively motion
 - J sincere concern

23 Read this sentence from paragraph 1.

**Baby animals spend countless hours
and large amounts of energy at play.**

Adding the suffix -less to the word count makes a word that means —

- A** counted often
- B** counted incorrectly
- C** needing to be counted
- D** not able to be counted

24 Which question is answered in paragraph 5?

- F** How are animals and children different?
- G** Which types of insects do birds prefer to eat?
- H** What do animals learn from toys and other items?
- J** What kinds of games do chimpanzees play with sticks?

25 Based on paragraph 6, a “play face” is —

- A** a type of signal between animals
- B** a name for an animal game of tag
- C** an action that is taught to an animal
- D** an activity that usually involves adult animals

26 What may the reader *best* predict from paragraph 7?

- F** Scientists will continue to investigate the meanings behind animal play.
- G** Adult animals will also be able to learn a great deal from playful activities.
- H** The way young animals play will soon be no different from the way adult animals play.
- J** Fewer researchers will be interested in studying animal play in the future.

27 Based on the article, which words *best* describe locomotor play among young animals?

- A** Stalking, pouncing, biting
- B** Leaping, twisting, running
- C** Swooping, dropping, catching
- D** Crouching, bowing, wrestling

28 According to the article, the skill of moving quickly is important for animals to learn because it —

- F** will make them more powerful physically
- G** could make their chases more exciting
- H** will cause their peers to follow them
- J** could help to save their lives in the future

29 According to the article, one way young animals and young humans are alike is that both groups —

- A play with the same kinds of toys
- B send specific signals to their peers
- C play in four different ways
- D enjoy spending time at play

30 The main purpose of this article is to —

- F persuade the reader to treat animals with respect
- G inspire the reader to study more about animals
- H entertain the reader with interesting animal stories
- J inform the reader about various animal behaviors

31 Which book would be *most* useful for learning more about how different species of birds use object play?

- A *Rare Birds of Australia*
- B *Understanding How Birds Act*
- C *Caring for Baby Birds: A Manual*
- D *Flying Free: The History of the Bald Eagle*

**Go to the next
page and continue
working.**

Directions: Read the story and answer the questions that follow.

Hide-and-Seek Beads

- 1 Abigail, knowing that she was in for a rough afternoon, sighed as the door shut behind her mother. She thought back to when her mother asked her to watch her younger brother, Harry, for a few hours while she went to a meeting at work.
- 2 "What will Harry and I do together for an entire afternoon?" she moaned. Her brother had a reputation for causing mischief.
- 3 "You can play outside," her mother replied. "You both love to play basketball and run around, and I will be back from my meeting before you know it."
- 4 "I guess that would be okay," Abigail answered.
- 5 Now Abigail looked out the window at the pouring rain and frowned. There went her plan of spending the afternoon playing basketball. She looked at Harry nervously and said, "It's raining too hard to go outside, so what would you like to do instead?"
- 6 Harry shrugged his shoulders.
- 7 "Do you want to color with crayons or markers? We could play a board game."
- 8 "Those are all boring," Harry whined.
- 9 Abigail sighed. This was exactly what she had worried about. "Come on, Harry, we can't just sit here all afternoon. Please think of something you want to do."
- 10 Harry's face lit up as he asked, "Can we play hide-and-seek?"
- 11 Abigail had stopped playing hide-and-seek years ago, but she was willing to do almost anything to keep Harry happy and out of trouble until their mother came home. She covered her eyes with her hands and started counting as the sound of Harry's footsteps told her that he was already racing to find a hiding spot. When she reached fifty, she called out, "Ready or not, here I come!"
- 12 Abigail started by looking in the family room and then made her way into the kitchen, checking under the table and in the pantry. As she wondered where Harry was hiding, the perfect place popped into her head. She raced to the garage and climbed the stairs to the attic used for storage. The floor was so dusty that she easily followed Harry's footprints to where he was crouching behind a pile of boxes. "I found you!" she laughingly yelled.
- 13 "Now it's your turn to hide," Harry squealed with delight. As he hopped up to run away, he knocked over several boxes, tipping them to the floor. Abigail was about to scold him for being so careless when the contents of the spilled boxes caught her eye. Beautiful beads of all shapes, colors, and sizes were now rolling around the attic floor.

- 14 "Cool beads!" said Harry, bending down to pick them up.
- 15 "These would make awesome bracelets and necklaces," agreed Abigail, examining a blue crystal bead.
- 16 "Do you think Mom would mind if we used them?" asked Harry.
- 17 "I don't see why when they are just sitting up here gathering dust," Abigail replied with a grin. "Besides, how could she mind if we used them to make jewelry for her?"
- 18 Harry returned Abigail's grin as they collected the beads, excited by the thought of having something fun to do on a rainy afternoon.
- 19 When their mother came home, Abigail and Harry presented her with the beaded necklaces and bracelets they had made. Abigail's jewelry had been carefully designed and planned; each bracelet had its own intricate pattern. Swirls and stripes, circles and squares were combined in a variety of bright colors. Harry had not planned, but had strung his beads in a very haphazard way, picking whatever bead was nearest and adding it to the others. The end results, however, were still interesting and beautiful.
- 20 "What a wonderful welcoming!" exclaimed their mother. "I had forgotten all about my grandmother's collection of beads. Where did you find them?"
- 21 "In the attic," replied Harry. "They were playing hide-and-seek!"

32 Which word *best* describes Abigail?

- F** Curious
- G** Eager
- H** Impatient
- J** Responsible

33 Paragraphs 13 and 14 are important to this story because they —

- A** give the reader an idea of how old Harry and Abigail are
- B** show the relationship between Harry and Abigail
- C** tell why Abigail and Harry are home alone
- D** tell how Abigail and Harry find the beads

34 Read this sentence from paragraph 16.

“Do you think Mom would mind if we used them?” asked Harry.

What does this sentence reveal about Harry’s relationship with his mother?

- F** He respects her.
- G** He misses her.
- H** He surprises her.
- J** He appreciates her.

35 Abigail thought the afternoon was going to be difficult because she —

- A** knew Harry did not like staying with her
- B** was not good at playing the games Harry liked
- C** thought her mother wanted Harry to stay indoors
- D** expected Harry to cause some trouble

36 Which sentence *best* describes the attic?

- F** As she wondered where Harry was hiding, the perfect place popped into her head.
- G** She raced to the garage and climbed the stairs to the attic used for storage.
- H** The floor was so dusty that she easily followed Harry's footprints to where he was crouching behind a pile of boxes.
- J** As he hopped up to run away, he knocked over several boxes, tipping them to the floor.

37 How did Abigail's feelings change during the events of the story?

- A** Ashamed to proud
- B** Worried to cheerful
- C** Tired to enthusiastic
- D** Frightened to hopeful

38 Which sentence *best* summarizes the story?

- F** Harry finds some boxes of beads and helps his sister make jewelry for their mother.
- G** Harry convinces Abigail to play a game with him inside the house as a way to spend an afternoon.
- H** Abigail and Harry find some beads that provide an afternoon of fun while their mother is in a meeting.
- J** Abigail attempts to find an activity to occupy her time while baby-sitting her brother.

39 This story would *most* likely appeal to readers who —

- A** like rainy weather
- B** play basketball at home
- C** enjoy playing indoor games
- D** have younger brothers or sisters

40 Which sentence *best* states the theme of this story?

- F** Working together can be a bad idea.
- G** Playing with family can be a learning experience.
- H** Enjoyment can be found in unexpected places.
- J** Curiosity can lead to unfortunate situations.

41 Complete the following analogy.

Hide-and-seek is to game as —

- A** bracelet is to jewelry
- B** table is to pantry
- C** bead is to necklace
- D** dust is to footprint

42 Which book would *best* help the reader learn more about creating jewelry with beads?

- F** *Beaded Bracelets Made at Home*
- G** *Tips to Find the Right Bead*
- H** *The History of Beading*
- J** *Beads the World Over*

You do not need to read a passage to answer the following questions. Read and answer the questions.

43 Read this sentence.

The scientist used a microscope to analyze the organisms.

Which word from this sentence has a prefix that means small?

- A scientist
- B microscope
- C analyze
- D organisms

44 Which sentence contains an example of hyperbole?

- F We waited a thousand years for the food to be served.
- G The airplane flew through the cotton ball clouds.
- H Janet shrieked with laughter when the fur on her cat's tail tickled her feet.
- J The squirrels in the park chattered noisily as they ran around the picnic tables.

45 The *best* resource for learning about how dog sledding began would be —

- A *Mush: The History of Dog Sledding*
- B *Racing Across the Arctic*
- C *Dog Sledding: Tips for Beginners*
- D *All About Working Dogs*



Answer Key-6063-R0110

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	D	001	Use word analysis strategies and information resources
2	G	002	Demonstrate comprehension of printed materials
3	D	001	Use word analysis strategies and information resources
4	F	002	Demonstrate comprehension of printed materials
5	C	002	Demonstrate comprehension of printed materials
6	H	002	Demonstrate comprehension of printed materials
7	D	002	Demonstrate comprehension of printed materials
8	G	002	Demonstrate comprehension of printed materials
9	B	002	Demonstrate comprehension of printed materials
10	F	002	Demonstrate comprehension of printed materials
11	B	001	Use word analysis strategies and information resources
12	F	002	Demonstrate comprehension of printed materials
13	B	002	Demonstrate comprehension of printed materials
14	H	001	Use word analysis strategies and information resources
15	D	002	Demonstrate comprehension of printed materials
16	J	002	Demonstrate comprehension of printed materials
17	A	002	Demonstrate comprehension of printed materials
18	J	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	F	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	H	002	Demonstrate comprehension of printed materials
23	D	001	Use word analysis strategies and information resources
24	H	002	Demonstrate comprehension of printed materials
25	A	002	Demonstrate comprehension of printed materials
26	F	002	Demonstrate comprehension of printed materials
27	B	002	Demonstrate comprehension of printed materials
28	J	002	Demonstrate comprehension of printed materials
29	D	002	Demonstrate comprehension of printed materials
30	J	002	Demonstrate comprehension of printed materials
31	B	001	Use word analysis strategies and information resources
32	J	002	Demonstrate comprehension of printed materials
33	D	002	Demonstrate comprehension of printed materials
34	F	002	Demonstrate comprehension of printed materials
35	D	002	Demonstrate comprehension of printed materials
36	H	002	Demonstrate comprehension of printed materials
37	B	002	Demonstrate comprehension of printed materials
38	H	002	Demonstrate comprehension of printed materials
39	D	002	Demonstrate comprehension of printed materials
40	H	002	Demonstrate comprehension of printed materials
41	A	001	Use word analysis strategies and information resources
42	F	001	Use word analysis strategies and information resources
43	B	001	Use word analysis strategies and information resources
44	F	001	Use word analysis strategies and information resources
45	A	001	Use word analysis strategies and information resources

Grade 6 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	101
2	145
3	173
4	193
5	209
6	222
7	234
8	245
9	254
10	263
11	272
12	280
13	287
14	294
15	301
16	308
17	314
18	321
19	327
20	333
21	339
22	345
23	351
24	357
25	364
26	370
27	376
28	382
29	389
30	395
31	402
32	409
33	416
34	424
35	432
36	441
37	450
38	460
39	472
40	485
41	501
42	521
43	547
44	592
45	600

A total raw score (left column) is converted to a total scaled score (right column). The total scaled score may range from 0 to 600.

A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.