



Curriculum Aligned Competency Based Test Items English (Honeysuckle) Class - 6

Central Board of Secondary Education

Acknowledgements

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- Shri Dharmendra Pradhan, Minister of Education, Government of India.
- Dr. Rajkumar Ranjan Singh, Minister of State for Education, Government of India.
- Smt. Annpurna Devi, Minister of State for Education, Government of India.
- Dr. Subhas Sarkar, Minister of State for Education, Government of India.
- Ms. Anita Karwal, IAS, Secretary, Department of School Education and Literacy, Ministry of Education, Government of India.

Advisory Inputs

- Sh. Manoj Ahuja, IAS – We express our gratitude for his guidance in the development of this resource material during his tenure as Chairman, Central Board of Secondary Education.
- Dr. Vineet Joshi, IAS, Chairman, Central Board of Secondary Education.

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Curriculum Aligned Competency Based Test Items

Class 6

Foreword

The National Education Policy (2020), Government of India, envisions transforming school education by equipping students with 21st century skills. The endeavour is to shift focus from rote-learning to acquisition of competencies with a resolve to make education more meaningful and relevant.

The Central Board of Secondary Education (CBSE) in its continuous endeavour to improve the quality of education has already introduced some initiatives in this direction. Strengthening these efforts, the Board had signed an MoU with Sri Aurobindo Society (SAS), Pondicherry in November 2019. As a part of this initiative, SAS is supporting CBSE to develop resource materials, train teachers and take other measures that would facilitate adoption of Competency Based Education in schools. SAS has engaged with Australian Council for Educational Research (ACER) as its knowledge partner for this project.

CBSE, in collaboration with SAS and ACER, has prepared this resource material- ***Curriculum Aligned Competency Based Test Items (Class 6)*** in February, 2022 which is a compilation of assessment items in English that are aligned to the NCERT/CBSE curriculum. These tasks based on authentic real life situations focus on developing critical understanding among learners in the discipline. Each test covers about 10 questions from a chapter. The assessments, useful for students' practice, are also exemplars for teachers who with their ingenuity can develop many similar items.

— Team CBSE

About CBSE

The Central Board of Secondary Education (CBSE) is a national Board under the Ministry of Education, Government of India. The Board has more than 27,000 schools affiliated to it in India and overseas, in 25 countries. These include the Kendriya Vidyalayas, the Jawahar Navodaya Vidyalayas, schools run by Central Government organizations such as The Army, Navy, Air Force etc., schools run or aided by the State Governments and independent private schools. The Board's mission is to encourage quality of education focussed on holistic development of learners. It motivates schools and teachers to adopt learner centric enquiry-based pedagogies and use innovative methods to achieve academic excellence. The Board is committed to providing a stress-free learning environment to develop competent and confident students who emerge as enterprising citizens of tomorrow, promoting harmony and peace in the world.

About SAS

Sri Aurobindo Society (SAS) is an international, spiritual, and cultural, not-for-profit NGO. SAS has been recognised by the Government of India as a Charitable Organisation, a research institute and an institute of national importance. Sri Aurobindo Society has more than 300 centres and branches across the country, with its head office in Puducherry. SAS is setting up models, centers of excellence and training institutions that are sustainable, scalable and replicable in the country.

About ACER

Australian Council for Educational Research (ACER) is a leading and pioneer international organization working in the field of competency based learning. ACER has been instrumental in coordinating a consortium of international organizations for the implementation of the Programme for International Students Assessment survey in 2000, 2003, 2006, 2009 and 2012.

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Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 1A – Who did Patrick’s Homework?

SAS21E06HS01A01

- 1 Which line from the story shows that Patrick may have felt bad about not doing his homework?

SAS21E06HS01A02

- 2 What did Patrick grab from the cat?

SAS21E06HS01A03

- 3 What did the elf want in return for the wish?

- A. To be freed after 35 days
- B. To be protected from the cat
- C. For Patrick to help him with the work
- D. For Patrick to get A's in his homework

SAS21E06HS01A03

- 4 “Oh, am I cursed! But I’ll do it.”
How is the elf most likely feeling when he says this?

- A. Tired
- B. Guilty
- C. Scared
- D. Helpless

SAS21E06HS01A05

5 Which word best describes the elf?

- A. Shy
- B. Helpful
- C. Cunning
- D. Arrogant

SAS21E06HS01A06

6 Did Patrick's plan work? Circle 'YES' or 'NO'.

YES NO

Give a reason for your answer

SAS21E06HS01A07

7 What did the elf's presence do?

- A. A forced Patrick into action
- B. Revealed Patrick's ignorance
- C. Showed Patrick the value of honesty
- D. Taught Patrick to appreciate hard work

SAS21E06HS01A08

8 "But I'll share a secret, just between you and me."

Who is 'I' in the sentence above?

SAS21E06HS01A09

9 Which of these best describes the moral of the story?

- A. Self-help is the best help.
- B. All that glitters is not gold.
- C. An idle brain is the devil's workshop.
- D. A bad workman always blames his tools.

SAS21E06HS01A10

10 Patrick's story is a tale of _____

- A. Adventure
- B. Mystery
- C. Humour
- D. Horror

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 1B – A House, A Home

SAS21E06HS01B01

1 What does the poem mainly do?

- A. Advise
- B. Explain
- C. Narrate
- D. Instruct

SAS21E06HS01B02

2 What does the line '*and perhaps a yard*' indicate?

SAS21E06HS01B03

3 Based on the poem, name any three things that houses have.

SAS21E06HS01B04

4 Based on the poem, people in a family are

- A. Clever
- B. Cheerful
- C. Obedient
- D. Generous

SAS21E06HS01B05

5 According to the poem, how does a family show care?

- A. By celebrating
- B. By acting selflessly
- C. By keeping everyone safe
- D. By sharing the home with others

SAS21E06HS01B06

6 In the poem, what feeling does the idea of a home invoke?

- A. Pride
- B. Warmth
- C. Admiration
- D. Excitement

Refer to the given stanza and answer the following question:

*What is a house?
It's brick and stone and wood that's hard.
Some window glass and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.*

SAS21E06HS01B07

7 What does stanza 1 mainly discuss?

- A. The importance of a house
- B. The inhabitants of a house
- C. The features of a house
- D. The beauty of a house

SAS21E06HS01B08

8 What does stanza 2 mainly discuss?

- A. How a place becomes home
- B. What makes a family perfect
- C. The need to love and help others
- D. The affection between parents and children

SAS21E06HS01B09

9 Why does each stanza start with a question?

- A. To state a problem
- B. To amuse the reader
- C. To introduce the main idea
- D. To indicate the poet's curiosity

SAS21E06HS01B10

10 What does the poet suggest is the difference between a house and a home?

Read the given stanza and answer the following questions:

*What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.*

SAS21E06HS01B11

11 Which of the following parts of a house always stays outside it?

- A. Door
- B. Chimney
- C. Floor
- D. Eaves

SAS21E06HS01B12

12 Which of the following is most often used to cover walls for decorative purposes?

- A. Bricks
- B. Stucco
- C. Door
- D. Stone

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 2A – How the Dog Found Himself a New Master!

SAS21E06HS02A01

1 What was different about dogs earlier?

SAS21E06HS02A02

2 What is true about the dog in the story?

- A. He valued honesty over courage.
- B. He valued freedom above all else.
- C. He valued intelligence over strength.
- D. He valued protection over independence.

SAS21E06HS02A03

3 What made the Dog change his lifestyle?

SAS21E06HS02A04

4 Why did the Dog approach different animals?

- A. To serve them
- B. To teach them
- C. To challenge them
- D. To learn from them

SAS21E06HS02A05

5 Which word best describes the Dog's life with the Lion?

- A. Boring
- B. Comfortable
- C. Adventurous
- D. Unpredictable

SAS21E06HS02A06

6 Why did the Dog decide to stay with man?

SAS21E06HS02A07

7 Did the Dog's plan work? Circle 'yes' or 'no'.

YES NO

Give a reason for your answer.

SAS21E06HS02A08

8 Which word best describes the dog in the story?

- A. Proud
- B. Wicked
- C. Reliable
- D. Practical

SAS21E06HS02A09

7 Do you think the Dog was loyal? Circle 'yes' or 'no'.

YES NO

Give a reason for your answer.

SAS21E06HS01A10

10 What does the story mainly do?

- A. Argue that man is the strongest of all animals.
- B. Explain why the lion is considered the king of the forest.
- C. Describe the ways of life of different animals in the forest.
- D. Narrate the beginning of the relationship between men and dogs.

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 2B – The Kite

SAS21E06HS02B01

1 What does 'blue' in the first line indicate?

SAS21E06HS02B02

2 Which lines in the poem suggest that the kite drops a bit before rising in the air?

SAS21E06HS02B03

3 When does the string go slack?

- A. When there is no wind
- B. When the kite dives and dips
- C. When the string is wound back
- D. When there is an unexpected breeze

SAS21E06HS02B04

4 In the poem, kites are compared to

SAS21E06HS02B05

5 What does the poet mainly discuss in the poem?

- A. His memories of flying kites
- B. His mastery over flying kites
- C. The pleasures of flying a kite
- D. The movements of a flying kite

SAS21E06HS02B06

6 *How bright on the blue
Is a kite when it's new!*

Why are these lines repeated towards the end?

- A. To show the poet's happiness
- B. To suggest that the poem is ending
- C. To indicate a change in the poem's theme
- D. To illustrate the importance of the main idea

SAS21E06HS02B07

7 According to the poet, what makes the kite look ragged?

- A. When it is caught in a tree
- B. When the wind drops
- C. When the string flaps
- D. When it is old

SAS21E06HS02B08

8 Which word best describes the poet's tone in the end?

- A. Playful
- B. Nostalgic
- C. Miserable
- D. Disdainful

SAS21E06HS02B09

9 Is the poet experienced at flying kites? Justify your answer.

SAS21E06HS02B10

10 What does the poem do?

- A. Advise
- B. Instruct
- C. Explain
- D. Describe

Read the given stanza and answer the following questions:

*How bright on the blue
Is a kite when it's new!
With a dive and a dip
It snaps its tail
Then soars like a ship
With only a sail
As over tides
Of wind it rides,
Climbs to the crest
Of a gust and pulls,
Then seems to rest
As the wind falls*

SAS21E06HS02B11

11 “According to the poet, when a kite is new, it”

- A. Looks blue
- B. Soars higher
- C. Seems bright
- D. Glides smoothly

SAS21E06HS02B12

12 Why do you think the poet likens the kite to a ship?

- A. Both possess sails
- B. Both are difficult to control
- C. Both have similar movements
- D. Both may get lost in the wind

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 3A – Taro’s Reward

SAS21E06HS03A01

- 1 Why does the writer describe Taro as ‘Thoughtful’?

SAS21E06HS03A02

- 2 *And with that he began to chop even faster, thinking of the extra money he must earn to buy the saké to warm the old man’s bones.*
How is Taro most likely feeling in the lines above?

- A. Helpless
- B. Optimistic
- C. Frustrated
- D. Determined

SAS21E06HS03A03

- 3 How did Taro feel when he first heard the sound of water?

- A. Grateful
- B. Relieved
- C. Surprised
- D. Delighted

SAS21E06HS03A04

- 4 Why did Taro drink the saké from the waterfall again and again?

- A. He found it delicious.
- B. He was extremely thirsty.
- C. He wanted to make sure it was saké.
- D. He was poor and had never tasted saké before.

SAS21E06HS03A05

- 5 Did the saké help Taro's father? Give evidence from the story to support your answer.

SAS21E06HS03A06

- 6 Why were the villagers angry at Taro?

SAS21E06HS03A07

- 7 What quality does Taro's decision to hide behind a rock show?

- A. Maturity
- B. Foresight
- C. Confusion
- D. Cowardice

SAS21E06HS03A08

- 8 The waterfall rewarded Taro for his _____.

- A. Selflessness
- B. Hard work
- C. Patience
- D. Honesty

SAS21E06HS03A09

- 9 Which of the following adjectives best describes Taro's family?

- A. Lazy
- B. Greedy
- C. Boastful
- D. Generous

SAS21E06HS03A10

- 10 What is the purpose of this story?

- A. To provide a life lesson
- B. To describe an adventure
- C. To narrate a historical event
- D. To explain an unsolved mystery

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 3B – The Quarrel

SAS21E06HS03B01

- 1 What do the first two lines of the poem indicate?
- A. The brothers rarely fought with each other.
 - B. The fight was not very serious.
 - C. The speaker did not start the fight.
 - D. Fights made the speaker upset.

SAS21E06HS03B02

- 2 Which lines in the poem suggest that the fight became more serious as it progressed?

SAS21E06HS03B03

- 3 Which lines in the poem most clearly show that the speaker was adamant in his belief?

SAS21E06HS03B04

- 4 What does the first stanza of the poem mainly talk about?

- A. The reason for the fight
- B. The brothers' behaviour
- C. The nature of the quarrel
- D. The speaker's role in the fight

SAS21E06HS03B05

5 What is the tone of the speaker in the first stanza?

- A. Anxious
- B. Annoyed
- C. Sarcastic
- D. Triumphant

SAS21E06HS03B06

6 Did the brothers actually hate each other? Circle 'yes' or 'no'.

YES NO

How did the quarrel end?

SAS21E06HS03B07

7 *The afternoon turned black.*

What does the line above show?

- A. The weather was gloomy.
- B. The brothers fought for a long time.
- C. The fight left the speaker in a bad mood.
- D. The desire to compromise was very strong.

SAS21E06HS03B08

8 *So he was in the right.*

How was the brother in the right?

SAS21E06HS03B09

9 What word best describes the speaker's brother?

- A. Patient
- B. Honest
- C. Mature
- D. Cheerful

SAS21E06HS03B10

10 What does the poem do?

- A. Advises
- B. Instructs
- C. Explains
- D. Describes

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 4A – An Indian-American Woman in Space: Kalpana Chawla

SAS21E06HS04A01

1 What is the main purpose of the news report at the beginning?

- A. To introduce the main idea
- B. To set the background for the text
- C. To create curiosity among the readers
- D. To highlight the present-day relevance of the text

SAS21E06HS04A02

2 What barrier did Kalpana faced in attaining her dreams?

SAS21E06HS04A03

3 Was Kalpana's family proud of her achievements? Justify your answer.

SAS21E06HS04A04

4 What is the third paragraph mainly about?

- A. Kalpana's early life
- B. Kalpana's desire to go to space
- C. Kalpana's experience of flying aircrafts
- D. Kalpana's journey to become an astronaut

SAS21E06HS04A05

- 5 What does Kalpana's response to the question about being a woman in her field indicate?
- A. Most of her friends were women.
 - B. She always felt she was different from others.
 - C. She did not focus on her identity as a woman.
 - D. As a woman, she found it difficult to pursue her dreams.

SAS21E06HS04A06

- 6 What experiments did the crew perform on Columbia?
-
-

SAS21E06HS04A07

- 7 Which of these is true?
- A. Two crew members survived the Columbia disaster.
 - B. Kalpana Chawla was the first woman to fly to space.
 - C. Communication was cut off while Columbia was descending.
 - D. Kalpana's first space mission was also Columbia's first flight.

SAS21E06HS04A08

- 8 What is the tone of the journalist who wrote about Kalpana after the disaster?
- A. Admiring
 - B. Affectionate
 - C. Disbelieving
 - D. Sympathetic

SAS21E06HS04A09

- 9 According to Kalpana, what does one need to fulfil their dreams?
-
-

SAS21E06HS04A10

- 10 What is the purpose of the text?
- A. To narrate Kalpana's struggles in life
 - B. To inspire the readers through Kalpana's story
 - C. To describe the various dangers faced by astronauts
 - D. To explain why there have been few female astronauts after Kalpana's death

Read the given passage carefully and answer the following question:

Kalpana was born in Karnal, Haryana, but was a naturalised U.S. citizen, married to flight instructor Jean-Pierre Harrison. Besides being an astronaut, she was licensed to fly single and multi-engine land airplanes, single-engine seaplanes and gliders. She was also a certified flight instructor. After qualifying as a pilot, Kalpana began to consider another challenge: applying to NASA's space shuttle program. She was first hired as a research scientist at NASA. In 1994 she was selected by NASA for training as an astronaut.

When asked what it was like being a woman in her field she replied, "I really never, ever thought, while pursuing my studies or doing anything else, that I was a woman, or a person from a small city, or a different country. I pretty much had my dreams like anyone else and I followed them. And people who were around me, fortunately, always encouraged me and said, 'If that's what you want to do, carry on!'"

SAS21E06HS04A11

- 11** What does the following sentence mean?
Kalpana was born in Karnal, Haryana, but was a naturalised US citizen.
- A. Kalpana was a natural citizen of the US.
 - B. Kalpana was born in Haryana but was naturally inclined to the US.
 - C. Kalpana attained US citizenship after following a legal process.
 - D. Being a US citizen for Kalpana was natural.

SAS21E06HS04A12

- 12** Before being selected by NASA, what was one of Kalpana's important professional achievements?
- A. Being part of a space shuttle program
 - B. Being world's first woman astronaut
 - C. Being a certified flight instructor
 - D. Being a naturalised US citizen

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 4B – Beauty

SAS21E06HS04B01

1 Based on stanza 1, the speaker feels that beauty can be seen in _____.

- A. People's talents
- B. People rejoicing
- C. The struggles of life
- D. The blessings of nature

SAS21E06HS04B02

2 What is the first stanza mainly about?

- A. The beauty of life in a village.
- B. The beauty of leading a simple life.
- C. The beauty of the world during the day.
- D. The beauty of working hard and enjoying life.

SAS21E06HS04B03

3 What does the speaker do in the second stanza?

- A. Repeats the same phrase for emphasis
- B. Compares a quality of one thing to another
- C. Suggests a meaning opposite to what is said
- D. Assigns human behaviour to non-human things

SAS21E06HS04B04

4 What is the second stanza mainly about?

- A. Sounds that are not appreciated by people
- B. Sounds that the speaker finds beautiful
- C. The beautiful voice of a singer
- D. The beauty of rainy weather

SAS21E06HS04B05

5 According to the speaker, what makes a song beautiful?

SAS21E06HS04B06

6 What is the third stanza mainly about?

- A. How a person can remain happy
- B. How to create beauty around you
- C. What creates beauty within a person
- D. What actions should be repeated every day

SAS21E06HS04B07

7 According to the third stanza, what should be the nature of good deeds?

SAS21E06HS04B08

8 What is the difference between beauty discussed in the first two stanzas and the last stanza?

SAS21E06HS04B09

9 What does the speaker mainly do in the poem?

- A. Explain facts
- B. Illustrate his/Her ideas
- C. Provide his/Her opinion
- D. Describe his/Her emotions

SAS21E06HS04B10

10 Which one of these adjectives best describes the language of the poem?

- A. Simple
- B. Formal
- C. Complex
- D. Conversational

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 5A – A Different Kind of School

SAS21E06HS05A01

- 1 What does paragraph 1 of the story suggest?
- A. Miss Beam's school was well-known.
 - B. Miss Beam did not allow visitors to her school.
 - C. The writer was nervous about meeting Miss Beam.
 - D. The writer had to travel a long distance to reach Miss Beam's school.

SAS21E06HS05A02

- 2 What does paragraph 3 of the story mainly discuss?
- A. It discusses how Miss Beam taught.
 - B. It discusses Miss Beam's appearance.
 - C. It discusses what Miss Beam was like.
 - D. It discusses Miss Beam's attitude towards the writer.

SAS21E06HS05A03

- 3 Based on paragraph 4, which of these statements best describes Miss Beam's teaching methods?
- A. Students participated in interesting activities.
 - B. Students were encouraged to read extensively.
 - C. Students could choose what they wanted to study.
 - D. Students were provided with the right amount of help.

SAS21E06HS05A04

- 4 According to Miss Beam, what was her school trying to achieve?
-
-

SAS21E06HS05A05

5 Which word best describes Miss Beam's reaction to the writer's observation about the school ground?

- A. Surprised
- B. Sarcastic
- C. Amused
- D. Arrogant

SAS21E06HS05A06

6 What was the purpose of the various days such as blind days and deaf days?

SAS21E06HS05A07

7 Which word best describes the girl's experience of being blind?

- A. Annoying
- B. Sorrowful
- C. Disturbing
- D. Disappointing

SAS21E06HS05A08

8 Which statement by the girl proves that Miss Beam's idea was working?

SAS21E06HS05A09

9 How did the experience at Miss Beam's school affect the writer?

- A. He became more humble.
- B. He learnt new things about himself.
- C. He realised that he had a vivid imagination.
- D. He learnt to appreciate the struggles of blind people.

SAS21E06HS05A10

10 Which word best describes Miss Beam's tone in the last line of the story?

- A. Caring
- B. Grateful
- C. Serious
- D. Pleased

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 5B – Where Do All the Teachers Go?

SAS21E06HS05B01

1 What does 'four o'clock' indicate in the first stanza?

- A. The time when the poet starts playing
- B. The time when the poet's school ends
- C. The time when the teachers start teaching
- D. The time when everyone washes their socks

SAS21E06HS05B02

2 What is the poet curious about in the first two stanzas?

- A. Where his teachers live
- B. How his teachers spend their leisure time
- C. Whether his teachers are as disciplined as he is
- D. Whether his teachers do the same things that he does

SAS21E06HS05B03

3 Based on the third stanza, which of these statements is true?

- A. The poet hopes that his teachers do not live alone.
- B. The poet wishes he could meet his teachers' parents.
- C. The poet finds it hard to believe that his teachers were once kids.
- D. The poet tries to convince himself that his teachers were always good.

SAS21E06HS05B04

4 *Did they ever, never spell right*
Did they ever make mistakes?

These lines show that the poet wondered if his teachers were _____.

- A. Proud
- B. Perfect
- C. Sincere
- D. Stubborn

*Did they ever lose their hymn books
Did they ever leave their greens?
Did they scribble on the desk tops
Did they wear old dirty jeans?*

SAS21E06HS05B05

- 5 What is likely true about the events described in the above lines?
- A. They are the habits that the poet does not like.
 - B. They are the poet's actions that earn punishment.
 - C. They are the things that the poet's teachers ask him to do.
 - D. They are the mistakes that the poet's teachers made as children.

SAS21E06HS05B06

- 6 The poet wonders if anyone had power over his teachers.
Which lines from the poem support the statement?

SAS21E06HS05B07

- 7 "I'll follow one back home today"
What does 'one' refer to in the line above?

SAS21E06HS05B08

- 8 In the last stanza, what does the poet say he will do?
- A. Ask his teachers to read a poem for him
 - B. Honour his teachers by writing a poem for them
 - C. Write a poem about what teachers do in their lives
 - D. Persuade his teachers to write poems about their lives

SAS21E06HS05B09

- 9 How does the tone of the poet change in the last stanza?
- A. Playful to serious
 - B. Anxious to relaxed
 - C. Amazed to frustrated
 - D. Curious to determined

SAS21E06HS05B10

10 In which stanza does the poet directly talk to the reader?

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 6A – Who I Am

SAS21E06HS06A01

1 Why did Radha say she found it easy to climb the tree?

- A. She had a lot of practice.
- B. It was outside her house.
- C. Her mother helped her to climb.
- D. There were many branches for her to hold.

SAS21E06HS06A02

2 How did Rahda feel when she reached the top of the tree?

- A. Powerful
- B. Delighted
- C. Optimistic
- D. Astonished

SAS21E06HS06A03

3 What problem does Nasir's father face?

- A. He does not have a place to store his seeds.
- B. He cannot collect seeds from cotton plants.
- C. His cotton seeds are not producing good yield.
- D. He is not able to grow plants using his own seeds.

SAS21E06HS06A04

4 What does Rohit mainly talk about in the text?

- A. A story
- B. A desire
- C. A problem
- D. An experience

SAS21E06HS06A05

5 Which of the following words best describes Serbjit's tone?

- A. Anxious
- B. Sorrowful
- C. Frustrated
- D. Indifferent

SAS21E06HS06A06

6 Which child from the text can be best described as ambitious?

SAS21E06HS06A07

7 Based on the text, other people view Dolma as _____.

- A. Serious
- B. Reliable
- C. Innocent
- D. Generous

SAS21E06HS06A08

8 How do people react when they hear about Dolma's wish to be the Prime Minister of India?

- A. They are amused.
- B. They are indifferent.
- C. They are encouraging.
- D. They are appreciative.

SAS21E06HS06A09

9 What does Peter mainly talk about in the text?

- A. His love for his father
- B. The members of his family
- C. An enjoyable family routine
- D. His favourite movie to watch with family

SAS21E06HS06A10

10 Name two students from the text who can be best described as adventurous.

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 6B – The Wonderful Words

SAS21E06HS06B01

- 1 What does the poet suggest in the first stanza?
- A. Some things are best left unsaid.
 - B. Make sure that your thoughts are always pleasant.
 - C. Knowledge of language should not limit your expression.
 - D. The most important thoughts are the hardest to express in any language.

SAS21E06HS06B02

- 2 “And all of you can play it.”
What does ‘play’ refer to in the line above?

- A. Speaking a language
- B. Having fun with language
- C. Creating beautiful sentences
- D. Expressing without using language

SAS21E06HS06B03

- 3 Which line in the poem suggests that putting words to thoughts is not difficult?

SAS21E06HS06B04

- 4 According to the poet, what should one do to clearly express one’s thoughts?

SAS21E06HS06B05

- 5 *So that they come out clear and true
And handsomely groomed and fed –*
What does the poet do in the lines above?
- A. Uses sarcasm to add humour
 - B. Compares two dissimilar things
 - C. Expresses the opposite of the actual meaning
 - D. Gives human qualities to something non-human

SAS21E06HS06B06

- 6 What does the second stanza mainly talk about?
- A. Words give form to thoughts.
 - B. People cherish pleasant words.
 - C. Words have the ability to surprise people.
 - D. The mind holds many interesting thoughts.

SAS21E06HS06B07

- 7 *From its prison behind your eyes.*
What is the 'prison' mentioned in the lines above?
-
-

SAS21E06HS06B08

- 8 *A marvellous new surprise!*
What does the poet mean by 'surprise' in the line above?
- A. A new way of speaking
 - B. Newly coined words
 - C. A new language
 - D. A new thought

SAS21E06HS06B09

- 9 What does the poet try to do in the poem?
- A. Indicate that many beautiful thoughts are not spoken
 - B. Argue that every thought need not be expressed
 - C. Suggest that more thought is required
 - D. Encourage people to speak

SAS21E06HS06B10

- 10 Which of the following words best describes the poet's attitude towards words?
- A. Proud
 - B. Sincere
 - C. Enthusiastic
 - D. Authoritative

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 7 – Fair Play

SAS21E06HS0701

- 1 What does the first paragraph mainly talk about?
- A. The personalities of Jumman and Algu
 - B. How Jumman and Algu became friends
 - C. Why Jumman and Algu were respected
 - D. The relationship between Jumman and Algu

SAS21E06HS0702

- 2 Why did Jumman agree to take care of his aunt?
-
-

SAS21E06HS0703

- 3 *'My wife knows best how to run the house. Be patient,' said Jumman shamelessly.*
What is Jumman's tone in the line above?
- A. Threatening
 - B. Uncertain
 - C. Arrogant
 - D. Furious

SAS21E06HS0704

- 4 Which of these words best describes Jumman's aunt?
- A. Cunning
 - B. Confident
 - C. Stubborn
 - D. Generous

SAS21E06HS0705

- 5 Jumman's aunt was a good judge of character. Justify the statement using evidence from the story.

SAS21E06HS0706

- 6 How did Algu feel when Sahu nominated Jumman as the Panch?

- A. He was angry
- B. He felt insulted
- C. He was surprised
- D. He felt disappointed

SAS21E06HS0707

- 7 What inspired Jumman to take the right decision as the Panch?

- A. His respect for the position
- B. His need to seek revenge
- C. The strength of his friendship
- D. The fear of public opinion

SAS21E06HS0708

- 8 How did the panchayat justify the decision against Sahu?

SAS21E06HS0709

- 9 Jumman and Algu were honourable. Justify the statement.

SAS21E06HS0710

- 10 *A Panch has no friend nor enemy. He knows only justice.*
The lines above suggest that a Panch should be _____.

- A. Strict
- B. Uncaring
- C. Impartial
- D. Intelligent

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 8A – A Game of Chance

SAS21E06HS08A01

- 1 You could buy anything from a small pin to a big buffalo.
What does the writer suggest in the line above?

- A. The fair sold a large variety of items.
- B. The items at the fair were not expensive.
- C. The writer secretly wanted to buy a buffalo.
- D. The traders at the fair sold pins and buffaloes.

SAS21E06HS08A02

- 2 Uncle was concerned about Rasheed's safety. Support the statement using evidence from the text.

SAS21E06HS08A03

- 3 What best describes Rasheed?

- A. Trustworthy
- B. Intelligent
- C. Cheerful
- D. Naive

SAS21E06HS08A04

- 4 Why were the old man and the boy pleased by the game at the Lucky Shop?

- A. They were able to trick the shopkeeper.
- B. They could play the game several times.
- C. They earned more money than they spent.
- D. They could take away beautiful gifts for free.

SAS21E06HS08A05

5 Why did Rasheed feel upset after the game?

SAS21E06HS08A06

6 What best describes people’s attitude towards Rasheed at the end of his game at the Lucky Shop?

- A. Mocking
- B. Frustrated
- C. Confused
- D. Pessimistic

SAS21E06HS08A07

7 What word best describes the uncle?

- A. Friendly
- B. Playful
- C. Proud
- D. Wise

SAS21E06HS08A08

8 What convinced Rasheed to play the game?

SAS21E06HS08A09

9 According to uncle, why did Rasheed lose at the Lucky Shop?

- A. Rasheed needed to learn how to play the game.
- B. The shopkeeper no longer had expensive prizes.
- C. Rasheed lost the game because he was unlucky.
- D. The shopkeeper and his friends fooled Rasheed into losing money.

SAS21E06HS08A10

10 What was uncle’s advice to Rasheed at the end of the story?

- A. To stop blindly trusting people.
- B. To not act foolishly in the future.
- C. To not believe that he was unlucky.
- D. To forget about the incident at the Lucky Shop.

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 8B – Vocation

SAS21E06HS08B01

1 Who does the writer meet every morning?

SAS21E06HS08B02

2 *There is nothing to hurry him on, there is no road he must take, no place he must go to, no time when he must come home.*

Why is the poet likely mentioning these details?

- A. He is sad about the hawker's life.
- B. They are things he is forced to do.
- C. These are sights he sees on the road every day.
- D. He is surprised by the hawker's lack of discipline.

SAS21E06HS08B03

3 Why does the poet wish to be the hawker?

- A. So that he could spend more time on the streets
- B. So that he could meet new people everyday
- C. So that he could own the crystal bangles
- D. So that he could live as he pleased

SAS21E06HS08B04

4 Where does the poet meet the gardener?

SAS21E06HS08B05

- 5 Which line indicates that the poet is not allowed to be out in the heat and rain?

SAS21E06HS08B06

- 6 *I wish I were a gardener digging away at the garden with nobody to stop me from digging.*
What is the poet likely feeling in the lines above?

- A. Regret
- B. Sorrow
- C. Longing
- D. Frustration

SAS21E06HS08B07

- 7 What sight does the poet see at bedtime?

- A. A giant with one red eye
- B. His neighbour's open window
- C. The watchman walking in the lane
- D. People walking towards the street-lamp

SAS21E06HS08B08

- 8 Which of these does the poet do?

- A. Uses other's lives to convey his wishes
- B. Creates emphasis by using rhyming words
- C. Shows sympathy for the people around him
- D. Provides descriptions to show how varied life is

SAS21E06HS08B09

- 9 Who is the speaker in the poem?

SAS21E06HS08B10

- 10 What is the main purpose of the poem?

- A. To explain the reasons for the poet's loneliness.
- B. To narrate the poet's fondest childhood memories.
- C. To express the poet's desire for more freedom in life.
- D. To describe the different people the poet met in his daily life.

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 9A – Desert Animals

SAS21E06HS09A01

- 1** Why does the writer talk about darkling beetles in the first paragraph?
- A. To suggest that insects adapt better to deserts than larger animals
 - B. To prove that animals develop habits to survive desert life
 - C. To highlight how difficult it is to survive in deserts
 - D. To show that they are only found in deserts

SAS21E06HS09A02

- 2** The writer suggests that deserts can be quite different from each other. Support using evidence from the text.

SAS21E06HS09A03

- 3** What is the main purpose of paragraph 2?
- A. To introduce a particular variety of snake
 - B. To highlight the fearsome nature of snakes
 - C. To describe the general features of snakes
 - D. To indicate where snakes are commonly found

SAS21E06HS09A04

- 4** Why does the rattlesnake produce the rattle sound?

SAS21E06HS09A05

5 What feature does the rattlesnake share with most other snakes?

- A. It rattles the end of its tail.
- B. It kills the prey using venom.
- C. It hears by feeling movements.
- D. It is mainly found in the American continent.

SAS21E06HS09A06

6 Why do mongooses twitter and call when hunting among rocks?

- A. To avoid getting lost
- B. To indicate that the prey is near
- C. To warn each other against danger
- D. To show their happiness at hunting together

SAS21E06HS09A07

7 What is the main idea of paragraph 6?

- A. How snakes protect themselves from mongooses?
- B. Why mongooses are considered smart?
- C. Why snakes try to attack mongooses?
- D. How mongooses defeat snakes?

SAS21E06HS09A08

8 What does the writer mention as a common misunderstanding about camels?

- A. That camel humps store water
- B. That there is only one type of camel
- C. That camels require less food to survive
- D. That camels' coats remain of the same length

SAS21E06HS09A09

9 *Their mouths are so tough that even the sharp thorn cannot pierce through.*
How does this quality help camels survive the desert?

- A. It helps them drink thirty gallons of water in ten minutes.
- B. It helps them get their moisture needs from desert plants.
- C. It helps them survive for up to ten months without drinking water.
- D. It helps them get their nourishment from body fat when food is scarce.

SAS21E06HS09A10

10 What is the main idea of the text?

- A. Eating habits of animals in deserts.
- B. Common features of animals in deserts.
- C. Challenges faced by animals in deserts.
- D. Different kinds of animals found in deserts.

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 9B – Whatif

SAS21E06HS09B01

- 1 *Some Whatifs crawled inside my ear*
What do Whatifs refer to?

- A. Tiny insects
- B. Strange noises
- C. Fearful thoughts
- D. Annoying complaints

SAS21E06HS09B02

- 2 *And pranced and partied all night long*
What is the poet doing in the line above?

- A. Use words that sound similar with different meanings
- B. Give human-like qualities to non-human things
- C. Provide the reason for his tiredness
- D. Describe the lifestyle he dreams of

SAS21E06HS09B03

- 3 Which line from the poem shows that the poet is used to the presence of Whatifs?

SAS21E06HS09B04

- 4 Based on the questions in the poem, name two activities the poet seems to enjoy.

SAS21E06HS09B05

- 5 Which line shows that the poet was afraid of appearing weak in front of others?

SAS21E06HS09B06

- 6 *Everything seems swell, and then
The night-time Whatif strikes again!*
Based on the lines above, the Whatifs

- A. Do not affect his sleep.
- B. Affect how the poet behaves.
- C. Remind the poet of disappointments.
- D. Are not based on the events of the day.

SAS21E06HS09B07

- 7 What best describes the poet's tone when he asks the questions?

- A. Curious
- B. Worried
- C. Annoyed
- D. Suspicious

SAS21E06HS09B08

- 8 What best describes the poet's tone when he asks the questions?

- A. To seek answers to doubts
- B. To reveal concerning thoughts
- C. To recount certain daily events
- D. To suggest common ground with others

SAS21E06HS09B09

- 9 Who is the speaker in the poem?

SAS21E06HS09B10

- 10 What is the main theme of the poem?

- A. The desire to succeed in all walks of life.
- B. The unfounded fears that bother a person.
- C. The ways in which school life can be tough.
- D. The unhappy childhood memories of a person.

Curriculum Aligned Competency Based Test Items

English

Class 6 – Honeysuckle

Unit 10 – The Banyan Tree

SAS21E06HS01001

- 1 What is the main idea of paragraphs 1 and 2?
- A. The history of the banyan tree.
 - B. The physical appearance of the banyan tree.
 - C. The writer's relationship with the banyan tree.
 - D. The importance of the banyan tree for the family.

SAS21E06HS01002

- 2 How did the tree's old age help the writer?

SAS21E06HS01003

- 3 The squirrel became quite fearless towards the writer. Justify the statement using evidence from the story.

SAS21E06HS01004

- 4 *He was a very young squirrel, and his friends and relatives probably thought him foolish and headstrong for trusting a human.*

What does the line above show about the writer?

- A. He was imaginative.
- B. He understood animal behaviour.
- C. He had a keen sense of observation.
- D. He wanted to prove he was trustworthy.

SAS21E06HS01005

- 5 Why did the banyan tree become noisy in spring?

SAS21E06HS01006

- 6 At the beginning of Part II, why was no one outside?

- A. It was hot.
- B. Everyone was sleeping.
- C. The cobra had scared people away.
- D. People had gone to see Ramu's buffaloes.

SAS21E06HS01007

- 7 According to the writer, the cobra was a powerful fighter because it

- A. Had a forked tongue
- B. Had a long body
- C. Was ferocious
- D. Was fast

SAS21E06HS01008

- 8 *Had they been content only to watch, all would have been well with both of them.* (Page 128)
What does the writer do in the line above?

- A. Hint at the future of the birds
- B. Mock the curiosity of the birds
- C. Explain the role of the birds in the fight
- D. Suggest that birds watching fights is common

SAS21E06HS01009

- 9 The myna learnt its lesson. Justify the statement using evidence from the story.

SAS21E06HS01010

- 10 What is the main purpose of Part II of the text?

- A. To narrate an interesting incident.
- B. To describe the nature of animal fights.
- C. To prove that mongooses are smarter than snakes.
- D. To explain why snakes and mongooses are enemies.

| | |
|---------------------------------|---|
| Item Number | Question 1 |
| Question Code | SAS21E06HS01A01 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Quotes the sentence directly from the text or any response that indicates that the correct sentence has been identified.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • And it's true, sometimes he did feel like an ignoramus. • Patrick felt like an ignoramus. |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 2 |
| Question Code | SAS21E06HS01A02 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Any response that shows that Patrick grabbed the elf or a tiny person.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • A man • A man of the tiniest size • An elf |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 3 |
| Question Code | SAS21E06HS01A03 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. To be protected from the cat |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 4 |
| Question Code | SAS21E06HS01A04 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Helpless |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 5 |
| Question Code | SAS21E06HS01A05 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Cunning |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 5 |
| Question Code | SAS21E06HS01A06 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Access & Retrieve |
| Item Type | Constructed Response Question |
| Full Credit (Full Score) | Selects No and gives an explanation that indicates that Patrick ended up doing all the work. Sample responses: <ul style="list-style-type: none"> • No. Patrick had to do all the work. • No. Even though Patrick thought he was only helping the elf, he had to do all the homework. |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 7 |
| Question Code | SAS21E06HS01A07 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Forced Patrick into action |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 8 |
| Question Code | SAS21E06HS01A08 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that indicates the understanding that 'I' refers to the author. Sample responses: <ul style="list-style-type: none"> • It is the narrator. • It is the person who tells the story. • It is the author. |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 9 |
| Question Code | SAS21E06HS01A09 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Self-help is the best help. |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 10 |
| Question Code | SAS21E06HS01A10 |
| Grade & Unit Name | Grade 6 Who did Patrick's Homework? |
| Theme Sub-Theme | Folklore Importance of Hardwork |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Humour |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 1 |
| Question Code | SAS21E06HS01B01 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Explain |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|--|
| Item Number | Question 2 |
| Question Code | SAS21E06HS01B02 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that shows the understanding that only some houses have yards. Sample responses: <ul style="list-style-type: none"> • Many houses do not have yards • Only some houses have yards |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 3 |
| Question Code | SAS21E06HS01B03 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Lists any three features of a house out of windows, eaves, chimneys, tile floors, stucco, roof, doors and yard. |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 4 |
| Question Code | SAS21E06HS01B04 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Generous |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 5 |
| Question Code | SAS21E06HS01B05 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. By acting selflessly |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 6 |
| Question Code | SAS21E06HS01B06 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Warmth |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 7 |
| Question Code | SAS21E06HS01B07 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The features of a house |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 8 |
| Question Code | SAS21E06HS01B08 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. How a place becomes home |
| No Credit (No Score) | Any other response or missing response |

| | |
|---------------------------------|---|
| Item Number | Question 9 |
| Question Code | SAS21E06HS01B09 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. To introduce the main idea |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS01B10 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response Question |
| Full Credit (Full Score) | <p>Any response that shows the understanding of the main idea of the poem, that is, a house is only a structure whereas a home is more of a feeling.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • House is a building while a home is about people/family. • House is a structure but home is a feeling. • House is made of things but home is made of people. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 11 |
| Question Code | SAS21E06HS01B11 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Eaves |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 12 |
| Question Code | SAS21E06HS01B12 |
| Grade & Unit Name | Grade 6 A House, A Home |
| Theme Sub-Theme | Importance of Family Love, Kindness and Unity |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Stucco |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 1 |
| Question Code | SAS21E06HS02A01 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that implies that dogs were their own masters and lived in freedom. Sample responses: <ul style="list-style-type: none"> • Dogs did not have a master. • They lived like wolves. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 2 |
| Question Code | SAS21E06HS02A02 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. He valued protection over independence. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS02A03 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies both fear and loneliness. Sample responses: <ul style="list-style-type: none"> • He was tired of wandering alone and being scared of stronger animals. • He did not want to be by himself and was frightened of other animals. |
| Partial Credit (Half Score) | Any response that states or implies either fear or loneliness. Sample responses: <ul style="list-style-type: none"> • He was afraid of being attacked by other animals. • He did not want to wander by himself. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS02A04 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. To serve them |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS02A05 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Comfortable |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question |
| Question Code | SAS21E06HS02A06 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that implies that the dog found man to be the strongest of all animals. Sample responses: <ul style="list-style-type: none"> • Man was stronger than all the animals. • Man was stronger even than the lion. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS02A07 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Any response that states 'yes' and gives a justification that implies that the dog was able to find the strongest master.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • Yes. The dog found the strongest master in the man and stayed with him. • Yes. He found a man and was protected by him. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS02A08 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Practical |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS02A09 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Selects 'yes' and provides a justification that implies that the dog stayed with man.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • Yes. The dog served the man faithfully. • Yes. The dog never left the man. <p style="text-align: center;">Or</p> <p>Selects 'no' and provides a justification that implies that the dog left each master when he found a stronger one.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • No. The dog left the wolf, the bear and the lion. • No. The dog left all the previous masters. <p style="text-align: center;">Or both</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • The dog was loyal to the strongest master and was not loyal to the other masters he met during his quest. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 10 |
| Question Code | SAS21E06HS02A10 |
| Grade & Unit Name | Grade 6 How the Dog Found Himself a New Master! |
| Theme Sub-Theme | Folktale Animals in Wilderness to Domestication |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Narrate the beginning of the relationship between men and dogs |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 1 |
| Question Code | SAS21E06HS02B01 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states that it refers to the sky. Sample responses: <ul style="list-style-type: none"> • It is the colour of the sky. • The sky is blue. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS02B02 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Directly quotes the lines: <i>With a dive and a dip</i> <i>It snaps its tail</i> <i>Then soars like a ship</i> <i>With only a sail</i> |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS02B03 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. When there is no wind |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 4 |
| Question Code | SAS21E06HS02B04 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states that the kite is compared to a ship. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS02B05 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. The movements of a flying kite. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 6 |
| Question Code | SAS21E06HS02B06 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. To indicate a change in the poem's theme |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 7 |
| Question Code | SAS21E06HS02B07 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. When it is caught in a tree |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS02B08 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Disdainful |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 9 |
| Question Code | SAS21E06HS02B09 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Any answer that states or implies that the poet is experienced at flying kites and provides the justification that he describes how to fly kites like an expert.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • Yes. He knows how to fly kites under all situations. • Yes. He seems to know everything about flying kites. • Yes. The poet is experienced in flying kites because he knows how to make it soar again after the wind stops or its string goes slack. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS02B10 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Describe |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 11 |
| Question Code | SAS21E06HS02B11 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Seems bright. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 12 |
| Question Code | SAS21E06HS02B12 |
| Grade & Unit Name | Grade 6 The Kite |
| Theme Sub-Theme | Perseverance Determination |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Both have similar movements. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 1 |
| Question Code | SAS21E06HS03A01 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that he took care of his parents Sample responses: <ul style="list-style-type: none"> • He wanted to give his parents everything they needed. • He felt sad about not being able to look after his parents. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS03A02 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Determined |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 3 |
| Question Code | SAS21E06HS03A01 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Surprised |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 4 |
| Question Code | SAS21E06HS03A04 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. He wanted to make sure it was saké. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 5 |
| Question Code | SAS21E06HS03A05 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the saké helped Taro's father as he stopped feeling cold after drinking it Sample responses: <ul style="list-style-type: none"> • Yes, he stopped shivering. • Yes, he felt warm and started dancing. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS03A06 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the villagers believed that Taro had lied to them OR they only got water from the waterfall. Sample responses: <ul style="list-style-type: none"> • They did not get saké from the waterfall. • The magic waterfall did not give saké to them. • They thought Taro had lied. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS03A07 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Foresight |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 8 |
| Question Code | SAS21E06HS03A08 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Selflessness |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS03A09 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Generous |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 10 |
| Question Code | SAS21E06HS03A10 |
| Grade & Unit Name | Grade 6 Taro's Reward |
| Theme Sub-Theme | Fairytale Love and Care |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. To provide a life lesson |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 1 |
| Question Code | SAS21E06HS03B01 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. The fight was not very serious. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 2 |
| Question Code | SAS21E06HS03B02 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Directly quotes the lines: <i>The start of it was slight, The end of it was strong,</i> |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 3 |
| Question Code | SAS21E06HS03B03 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Directly quotes the line: <i>I knew he was wrong!</i> <i>OR both the lines:</i> <i>He said he was right, I knew he was wrong!</i> |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS03B04 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The nature of the quarrel |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 5 |
| Question Code | SAS21E06HS03B05 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Annoyed |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 6 |
| Question Code | SAS21E06HS03B06 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that chooses or implies 'No' and supports the answer by stating or implying that they forgave each other after some time Sample response: <ul style="list-style-type: none"> • No. They made up. • They stopped fighting. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 7 |
| Question Code | SAS21E06HS03B07 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The fight left the speaker in a bad mood. |
| No Credit (No Score) | Any other response or missing response |

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|------------------------------------|--|
| Item Number | Question 8 |
| Question Code | SAS21E06HS03B08 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that he did the right thing by ending the fight Sample responses: <ul style="list-style-type: none"> • He compromised. • He ended the quarrel. |
| Partial Credit (Half score) | Any response that states or implies that he admitted the speaker was right. Sample responses: <ul style="list-style-type: none"> • He said he was in the wrong. • He admitted his mistake. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 9 |
| Question Code | SAS21E06HS03B09 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Mature |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 10 |
| Question Code | SAS21E06HS03B10 |
| Grade & Unit Name | Grade 6 The Quarrel |
| Theme Sub-Theme | Relationships Sibling Conflicts |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Describes |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 1 |
| Question Code | SAS21E06HS04A01 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. To set the background for the text |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 2 |
| Question Code | SAS21E06HS04A02 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that her father did not support her decision to go to the USA to pursue a master's degree Sample responses: <ul style="list-style-type: none"> • Her father did not want her to go to the US. • Her father opposed her decision to go to the USA to pursue a master's degree. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 3 |
| Question Code | SAS21E06HS04A03 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states that they were proud AND justifies it by implying that her family was happy for her during her first flight into space Sample responses: <ul style="list-style-type: none"> • Yes, they cheered her as Columbia lifted off. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 4 |
| Question Code | SAS21E06HS04A04 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Understand |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Kalpana's journey to become an astronaut |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 5 |
| Question Code | SAS21E06HS04A05 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. She did not focus on her identity as a woman. |
| No Credit (No Score) | Any other response or missing response |

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|------------------------------------|--|
| Item Number | Question 6 |
| Question Code | SAS21E06HS04A06 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies all three experiments – pollinating plants to observe food growth, tests for making stronger metals and developing faster computer chips Sample response: <ul style="list-style-type: none"> • They pollinated plants and conducted tests for making stronger metals and faster computer chips. |
| Partial Credit (Half score) | Any response that states or implies any one of the three experiments. Sample responses: <ul style="list-style-type: none"> • They pollinated plants. • They conducted test for making strong metals. • They conducted test for making faster computer chips. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS04A07 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Communication was cut off while Columbia was descending. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 8 |
| Question Code | SAS21E06HS04A08 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Admiring |
| No Credit (No Score) | Any other response or missing response |

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|------------------------------------|---|
| Item Number | Question 9 |
| Question Code | SAS21E06HS04A09 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that mentions both vision and courage Sample responses: <ul style="list-style-type: none"> • According to Kalpana, one needs both the vision to find one's and dream and the courage to get onto it • One needs vision and courage to follow their dreams. |
| Partial Credit (Half score) | Any response that mentions either vision or courage Sample responses: <ul style="list-style-type: none"> • A vision • Courage to follow dreams |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS04A10 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. To inspire the readers through Kalpana's story |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 11 |
| Question Code | SAS21E06HS04A11 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Kalpana attained US citizenship after following a legal process. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 12 |
| Question Code | SAS21E06HS04A12 |
| Grade & Unit Name | Grade 6 An Indian-American Woman in Space: Kalpana Chawla |
| Theme Sub-Theme | Hard Work Follow Your Dreams |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Being a certified flight instructor and licensed to fly airplanes and gliders |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 1 |
| Question Code | SAS21E06HS04B01 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. The blessings of nature |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS04B02 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The beauty of the world during the day |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS04B03 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Assigns human behaviour to non-human things |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS04B04 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Sounds that the speaker finds beautiful |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS04B05 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies the singer's earnestness makes a song beautiful Sample responses: <ul style="list-style-type: none"> • Singing in earnest makes a song beautiful. • The singer is chanting in earnest, this makes his/her song beautiful. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS04B06 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. What creates beauty within a person |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS04B07 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that good deeds should repeat themselves Sample responses: <ul style="list-style-type: none"> • They repeat in dreams, work and rest. • They repeat. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS04B08 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Any response that states or implies that the last stanza describes beauty that is internal (can only be felt) AND the first two stanzas describe beauty that is external (not seen or heard)</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • The third stanza describes inner beauty, while the first two stanzas describe external beauty. • Beauty within yourself cannot be seen or heard. The third stanza talks about this kind of beauty. The first and the second stanzas talk about external beauty. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS04B09 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Provide his/her opinion |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS04B010 |
| Grade & Unit Name | Grade 6 Beauty |
| Theme Sub-Theme | Nature's Appreciation Perception |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Simple |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 1 |
| Question Code | SAS21E06HS05A01 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Miss Beam's school was well-known. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS05A02 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. It discusses what Miss Beam was like |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS05A03 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Students were provided with the right amount of help. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS05A04 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the school is trying to teach thoughtfulness Sample responses: <ul style="list-style-type: none"> • The aim of the school is to teach thoughtfulness. • To teach to be kind • To teach students to be responsible citizens |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS05A05 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Amused |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS05A06 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the days were observed to help children understand misfortune Sample responses: <ul style="list-style-type: none"> • To share misfortune • To make them understand and appreciate misfortune • To make children more thoughtful/kind |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS05A07 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Disturbing |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS05A08 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that directly or indirectly refers to her statement that those who have been blind are the best helpers Sample responses: <ul style="list-style-type: none"> • She says that those who were blind were the best helpers. • The ones who were already blind helped better. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS05A09 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. He learnt new things about himself |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS05A10 |
| Grade & Unit Name | Grade 6 A Different Kind of School |
| Theme Sub-Theme | Thoughtfulness Sense of Responsibility |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Pleased |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 1 |
| Question Code | SAS21E06HS05B01 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. The time when the poet's school ends. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS05B02 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Whether his teachers do the same things that he does |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS05B03 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The poet finds it hard to believe that his teachers were once kids. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS05B04 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Perfect |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS05B05 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. These are the poet's actions that earn punishment. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS05B06 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the poet wonders whether his teachers were ever punished Sample responses: <ul style="list-style-type: none"> • The poet wants to know if teachers were punished for pinching chocolate flakes. • Quotes the lines directly – <i>Were they punished in the corner</i> <i>If they pinched the chocolate flakes?</i> |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS05B07 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that it refers to a teacher Sample responses: <ul style="list-style-type: none"> • Poet's teacher • The teachers |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS05B08 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Write a poem about what teachers do in their lives |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS05B09 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Curious to determined |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS05B10 |
| Grade & Unit Name | Grade 6 Where Do All the Teachers Go? |
| Theme Sub-Theme | Inquisitiveness Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies the last stanza Sample responses: <ul style="list-style-type: none"> • The last line • The last stanza • Stanza 6 |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 1 |
| Question Code | SAS21E06HS06A01 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. There were many branches for her to hold. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS06A02 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Powerful |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS06A03 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. He is not able to grow plants using his own seeds. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS06A04 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. A desire |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 5 |
| Question Code | SAS21E06HS06A05 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Frustrated |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS06A06 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states Dolma |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS06A07 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Reliable |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS06A08 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. They are amused. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS06A09 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. An enjoyable family routine |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS06A10 |
| Grade & Unit Name | Grade 6 Who I Am |
| Theme Sub-Theme | Accepting Differences Unique Quality |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that names BOTH Radha and Rohit |
| Partial Credit (Half Score) | Any response that names EITHER Radha OR Rohit |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS06B01 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Knowledge of language should not limit your expression. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS06B02 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Speaking a language |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS06B03 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that quotes or refers to the line: And all of you can play it. Sample responses: •And all of you can play it. •The poet says everyone can play the game. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS06B04 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that words should be matched with thoughts Sample responses: • Match the words to the brightest thoughts in your head • Match words and thoughts |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS06B05 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Gives human qualities to something non-human |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 6 |
| Question Code | SAS21E06HS06B06 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Words give form to thoughts. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 7 |
| Question Code | SAS21E06HS06B07 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that 'prison' refers to the mind OR the brain Sample responses: •The mind is behind the eyes. •The brain |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS06B08 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. A new thought |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS06B09 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Encourage people to speak |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS06B10 |
| Grade & Unit Name | Grade 6 The Wonderful Words |
| Theme Sub-Theme | Significance of Language Shaping Thoughts |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Enthusiastic |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS0701 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. The relationship between Jumman and Algu |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 2 |
| Question Code | SAS21E06HS0702 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that Jumman took care of his aunt in exchange for her property Sample responses: <ul style="list-style-type: none"> • She gave him her property. • She transferred her property to him. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS0703 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Arrogant |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS0704 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Confident |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 5 |
| Question Code | SAS21E06HS0705 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that she was able to judge Algu's character correctly Sample response: <ul style="list-style-type: none"> • She knew Algu would make the right decision. • She trusted Algu. • She asked Algu to be the Panch. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS0706 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. He felt disappointed. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS0707 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. His respect for the position |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS0708 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the panchayat supported Algu because the bullock's death was not Algu's fault Sample responses: <ul style="list-style-type: none"> • The bullock was healthy when Sahu bought it. • Algu cannot be blamed for the bullock's death. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS0709 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Reflect & Evaluate |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that they both made just decisions in spite of their differences with each other Sample responses: <ul style="list-style-type: none"> • They made the right decisions. • They did not take revenge. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS0710 |
| Grade & Unit Name | Grade 6 Fair Play |
| Theme Sub-Theme | Friendship Fair Sense of Justice |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Impartial |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS08A01 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. The fair sold a large variety of items. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS08A02 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that Uncle gave the writer instructions before going with his friends. Sample responses: <ul style="list-style-type: none"> • He warned the writer to not go far. • He asked him not buy anything or go far. • He asked him to wait for him to return. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS08A03 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Naive |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS08A04 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. They earned more money than they spent. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS08A05 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that he lost all his money or lost at the game. Sample responses: <ul style="list-style-type: none"> • He got only small prizes. • He kept losing money. • He lost his last 25 paise. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS08A06 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Mocking |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS08A07 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Wise |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS08A08 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that he saw other people win costly prizes. Sample responses: <ul style="list-style-type: none"> • He saw the old man and the boy win expensive prizes. • The old man and boy won a lot of money. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS08A09 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. The shopkeeper and his friends fooled Rasheed into losing money. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS08A10 |
| Grade & Unit Name | Grade 6 A Game of Chance |
| Theme Sub-Theme | Fairs and Festivals Simplicity and Innocence of Children |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. to forget about the incident at the Lucky Shop |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS08B01 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies the hawker. Sample responses: <ul style="list-style-type: none"> • The hawker • The man who sold bangles • The hawker with the bangles |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS08B02 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. They are things he is forced to do. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS08B03 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. So that he could live as he pleased |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS08B04 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the poet met the gardener in a house on his way back from school. Sample responses: <ul style="list-style-type: none"> • In a house • In some house on his way back • Through the gate of a house |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS08B05 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that refers directly or indirectly to the line " <i>nobody takes him to task, if he gets baked in the sun or gets wet.</i> " Sample responses: <ul style="list-style-type: none"> • He was not allowed to get baked in the sun or to get wet. • "task, if he gets baked in the sun or gets wet." |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS08B06 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Longing |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS08B07 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The watchman walking in the lane |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS08B08 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Use other's lives to convey his wishes |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS08B09 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the poet is the speaker. Sample responses: <ul style="list-style-type: none"> • The poet. • The writer. • Rabindranath Tagore. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS08B10 |
| Grade & Unit Name | Grade 6 Vocation |
| Theme Sub-Theme | Freedom Child's Yearning and Wishes |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. To express the poet's desire for more freedom in life |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS09A01 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. To prove that animals develop habits to survive desert life |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS09A02 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Any response that refers to the following part of the text. <i>“Not all deserts are endless seas of rolling sand dunes. Some are rocky or pebbly and dotted with small bushes while others are sprinkled with colourful flowers during the spring.”</i></p> <p>Sample responses:</p> <ul style="list-style-type: none"> • All deserts are not full of sand dunes • Deserts can be rocky or pebbly • Some deserts have bushes while others have flowers |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS09A03 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. To introduce a particular variety of snake |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS09A04 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that it is to keep away intruders. Sample responses: <ul style="list-style-type: none"> • To scare people away • To not be disturbed |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS09A05 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Access & Retrieve |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. It hears by feeling movements. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS09A06 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. To avoid getting lost |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS09A07 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. How mongooses defeat snakes |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 8 |
| Question Code | SAS21E06HS09A08 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. That camel humps store water |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS09A09 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. It helps them get their moisture needs from desert plants. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS09A10 |
| Grade & Unit Name | Grade 6 Desert Animals |
| Theme Sub-Theme | Educative Adaptation to Surroundings |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Different kinds of animals found in deserts |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS09B01 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. Fearful thoughts |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 2 |
| Question Code | SAS21E06HS09B02 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Give human-like qualities to non-human things |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 3 |
| Question Code | SAS21E06HS09B03 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | <p>Any response that refers to EITHER of the following lines: And sang their same old Whatif song: Or The night-time Whatif strikes again!</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • They always sang the same song • The Whatifs came at night |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS09B04 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies swimming and flying kites. Sample responses: <ul style="list-style-type: none"> • Whatif they've closed the swimming pool? Whatif the wind tears up my kite? • Swimming pool and kite flying |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 5 |
| Question Code | SAS21E06HS09B05 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that refers to EITHER of the following two lines: Whatif I get beat up? Or Whatif I start to cry? Sample responses: <ul style="list-style-type: none"> • The poet was afraid of getting beaten up. • The poet did not want to cry. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS09B06 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Are not based on the events of the day. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS09B07 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. Worried |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 8 |
| Question Code | SAS21E06HS09B08 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. To reveal concerning thoughts |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 9 |
| Question Code | SAS21E06HS09B09 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the poet is the speaker. Sample responses: <ul style="list-style-type: none"> • The poet • author • Shel Silverstein |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 10 |
| Question Code | SAS21E06HS09B10 |
| Grade & Unit Name | Grade 6 Whatif |
| Theme Sub-Theme | Humour Struggles and Insecurities |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | B. The unfounded fears that bother a person |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 1 |
| Question Code | SAS21E06HS01001 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | C. The writer's relationship with the banyan tree |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 2 |
| Question Code | SAS21E06HS01002 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the thickness of its leaves offered him a place to hide. Sample responses: <ul style="list-style-type: none"> • He hid behind the leaves • He could hide and watch the world |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 3 |
| Question Code | SAS21E06HS01003 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the squirrel ate from the writer's hand or searched for food in his pockets. Sample responses: <ul style="list-style-type: none"> • It ate cake and biscuits from his hand. • It went into his pockets. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 4 |
| Question Code | SAS21E06HS01004 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. He was imaginative |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|---|
| Item Number | Question 5 |
| Question Code | SAS21E06HS01005 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Access & Retrieve |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that it attracted birds in spring. Sample responses: <ul style="list-style-type: none"> • Birds came to eat figs. • There were birds. |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 6 |
| Question Code | SAS21E06HS01006 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. It was hot |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 7 |
| Question Code | SAS21E06HS01007 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Integrate & Interpret |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | D. Was fast |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 8 |
| Question Code | SAS21E06HS01008 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. Hint at the future of the birds |
| No Credit (No Score) | Any other response or missing response |

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| Item Number | Question 9 |
| Question Code | SAS21E06HS01009 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Integrate & Interpret |
| Item Type | Constructed Response |
| Full Credit (Full Score) | Any response that states or implies that the myna stopped interfering in the fight after the crow was attacked by the cobra. Sample responses: <ul style="list-style-type: none"> • It stopped fighting after seeing the crow. • It was scared after the cobra hit the snake. |
| No Credit (No Score) | Any other response or missing response |

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|---------------------------------|--|
| Item Number | Question 10 |
| Question Code | SAS21E06HS01010 |
| Grade & Unit Name | Grade 6 The Banyan Tree |
| Theme Sub-Theme | Nature's Appreciation Childhood Memories |
| Competency | Reflect & Evaluate |
| Item Type | Multiple Choice Question |
| Full Credit (Full Score) | A. To describe an interesting incident |
| No Credit (No Score) | Any other response or missing response |