The Reading Diagnostic Assessment is a formative assessment of TWELVE multiple-choice questions focused on four standards.

Due to the length of some of the passages and question items, it is recommended that teachers make a class set of the student test booklets to use with all groups. Remind students that they are to record their answers on the Student Answer Sheet only.

Before Administering the Assessment

- **Teachers should read and take the diagnostic assessment before giving it to students.**
- Print all Student Answer Sheets and test booklets according to CASCADE directions.
- Make a class set of Student Test Booklets to reuse with each class.
- Arrange for accommodations for ECE and ESL students as indicated on the IEP or PSP.

Directions for Administering the Assessment

- Explain to the students that this assessment will help you determine what they know at this point and encourage them to do their best.
- Remind students of appropriate test-taking procedures. They should answer every question. If they are unsure of an answer, determine a best guess and go back to the text to verify the answer selection.
- Review how to record answers on the scan form. Emphasize that they **SHOULD NOT WRITE ANY ANSWERS IN THE TEST BOOKLET**.
- Distribute assessment material and review directions.
- Monitor students during the assessment to make sure they are recording answers correctly.
- When finished, test booklets should be collected and students should work on other material until all have completed the assessment.
- Collect student answer sheets and check for stray marks before scanning.

After Administering the Assessment

- Scan student answer sheets in the LEXMARK Scanner according to directions.
- Analyze the CASCADE reports. Results should be used as a formative assessment to determine next instructional steps needed to move students toward mastery of Kentucky Core Academic Standards.
- Involve students in analyzing the results of the assessment to set learning goals.
- After analysis is complete, reuse the RDA as an instructional tool to address misconceptions and gaps in student understanding of the standards.
Teacher Answer Key  
And Kentucky Core Academic Standards  
Grade 6 RDA # 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Answer</th>
<th>Kentucky Core Academic Standards</th>
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<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
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<tr>
<td>2.</td>
<td>B</td>
<td>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td>3.</td>
<td>D</td>
<td>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td>4.</td>
<td>A</td>
<td>RI.6.9: Compare and contrast one author’s presentation of events with that of another.</td>
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<tr>
<td>5.</td>
<td>C</td>
<td>RI.6.9: Compare and contrast one author’s presentation of events with that of another.</td>
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<tr>
<td>6.</td>
<td>B</td>
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<tr>
<td>7.</td>
<td>C</td>
<td>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
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<tr>
<td>8.</td>
<td>A</td>
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<td>B</td>
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<tr>
<td>10.</td>
<td>D</td>
<td>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
</tr>
<tr>
<td>12.</td>
<td>D</td>
<td>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>My Answer</td>
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How many did I get right? ____________ Wrong? ________________ Which standards do I need to review?

My plan:
STUDENT TEST BOOKLET
Reading Diagnostic Assessment Grade

This test contains TWELVE multiple-choice questions. Please mark your answers for the multiple-choice questions in the spaces provided on your Student Response Form. Mark only one answer for each question. If you do not know the answer, make your best guess and go back to the text to verify your answer. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

Read both passages to answer questions 1 – 8.

**TV: Good for Kids**

[1] I know that some kids watch TV when they should be studying or exercising. However, I think TV does kids more good than harm. Watching TV gives kids a chance to relax with family members of all ages. Teen and family dramas help kids figure out better ways of handling their problems, and some news and educational programs allow kids to see people, animals, and plants from all over the world. Some kids read books or articles related to what they see on TV.

[2] Many families today are too busy to spend much time together; however, they can usually find half an hour to enjoy a weekly comedy show that appeals to viewers of all ages. Kids feel closer to their parents and siblings if they spend time laughing with them every week. They also feel more relaxed after these shared laughter sessions.

[3] Kids also benefit from realistic teen and family dramas that explore issues that many kids face every day. Kids can learn how to cope with these problems by watching how the characters deal with them, and they can also learn problem-solving strategies by thinking about what the characters could have done differently. Many kids watch these real-life dramas with their families or friends. This opens the door to discussing serious matters such as peer pressure and money problems.

[4] TV news shows and documentaries make kids more aware of the world around them. Seeing world news on TV gives kids a sense of the places and cultures in which events occur. Educational TV shows and movies let kids see a rain forest, a penguin at the South Pole, a Dutch wedding, etc. These sights help kids appreciate their world and the plants, animals, and people who share it with them.

[5] TV programs can also get kids interested in reading about the places, people, or animals they see on informative TV shows. Kids who get concerned about current events shown on TV may read newspaper articles about them. A kid who enjoys a TV movie that is based on a book may decide to read the book.

[6] TV comedies give kids a chance to relax and laugh with their families. Realistic TV dramas teach kids coping skills and help them discuss personal matters with their parents and friends. News and informative programs on TV help kids understand events, people, and animals all over the world. High-quality TV can inspire kids to do more reading. For all these reasons, I think TV does kids way more good than harm.

**TV: Bad for Kids**

[1] I know that some kids watch TV when they should be studying or exercising. However, I think TV does kids more harm than good. Watching TV gives kids a chance to relax with family members of all ages. Teen and family dramas help kids figure out better ways of handling their problems, and some news and educational programs allow kids to see people, animals, and plants from all over the world. Some kids read books or articles related to what they see on TV.

[2] Many families today are too busy to spend much time together; however, they can usually find half an hour to enjoy a weekly comedy show that appeals to viewers of all ages. Kids feel closer to their parents and siblings if they spend time laughing with them every week. They also feel more relaxed after these shared laughter sessions.

[3] Kids also benefit from realistic teen and family dramas that explore issues that many kids face every day. Kids can learn how to cope with these problems by watching how the characters deal with them, and they can also learn problem-solving strategies by thinking about what the characters could have done differently. Many kids watch these real-life dramas with their families or friends. This opens the door to discussing serious matters such as peer pressure and money problems.

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For Use in Jefferson County Schools Only
1. The author of “TV: Bad for Kids” develops the passage’s central idea by

A. discussing ways in which TV can harm kids’ physical and mental health.
B. describing studies showing TV has bad effects on kids’ lives.
C. explaining how different kinds of programs can influence kids in negative ways.
D. exploring ways that TV causes kids to become overweight.

2. Which of the following statements from “TV: Bad for Kids” BEST supports the author’s claim that TV is harmful for children?

A. Kids waste time watching TV.
B. Watching TV increases kids’ chances of becoming overweight.
C. TV gives kids some positive messages.
D. They are more likely to work on assignments only during commercials.

3. Which of the following statements provides the LEAST support for the argument presented in “TV: Good for Kids”?

A. Kids can experience history on TV while viewing historical reenactments.
B. Seeing professional athletes on TV might encourage students to try new sports.
C. After reading a book, kids can watch the movie on TV and compare it to what they read.
D. Kids like to watch TV programs they can discuss with their friends.

4. The two passages provide conflicting information on how TV affects kids’

A. reading habits
B. violent behavior
C. coping skills
D. family time

5. What does each author think about the effects of TV on children?

A. Both authors think TV viewing is okay as long as parents monitor the programs.
B. Both authors think TV viewing causes increased violent behavior in children.
C. One author thinks TV is good for children, while the other thinks it can harm them.
D. One author thinks TV promotes unhealthy snacking, while the other thinks it does not.
6. What is one similarity between the two passages?

A. They both think that TV viewing contributes to low grades in school.
B. They both talk about the effects of TV viewing on children.
C. They both believe that TV viewing causes kids to read less.
D. They both argue that families are closer when they watch TV together.

7. Read the quote from the passage “TV: Good for Kids.”

“Educational TV shows and movies let kids see a rainforest, a penguin, a Dutch wedding, etc.”

How does this quote from the passage help convey the author’s purpose?

A. Because of TV, kids don’t spend time learning about other cultures.
B. Because of TV, kids learn about penguins.
C. Because of TV, kids learn to appreciate the world around them.
D. Because of TV, kids don’t learn coping skills.

8. Which of the following statements from the passages is an example of a fact?

A. A study by the Kaiser Foundation showed that TV is on most of the time in 51% of households.
B. A kid that relishes a TV movie that is based on a book may decide to read the book.
C. Since kids often eat snacks during TV programs, their calorie intake increases when they watch TV.
D. TV hurts kids’ performances in school, sports, and other enrichment activities.

9. What is the **MAIN** purpose of both texts?

A. to inform readers of the benefits of watching TV
B. to present different viewpoints on kids watching TV
C. to entertain readers with facts on the affects of TV
D. to share research on the affects of watching TV

Read the following passage about an exciting experience on a Junior Rangers trip and answer questions 10-12.

**The Junior Rangers**

[1] Everyone in the Junior Rangers group was excited. They had been preparing for their all-day wilderness hike for three weeks. Finally, the day had come!

The group met at the ranger station. A few other groups prepared for hikes, too, including a group of sixth graders from Winslow Elementary and a biology club from Belmont High School. Ranger Vince would lead the Junior Rangers, so he discussed some basic rules for the hike, including what to do in case of a bear sighting.
Ranger Vince said, “OK, Junior Rangers, if you have no questions before we begin, follow me to the trail.”

As they approached the trail, they were greeted by a large sign: WELCOME TO BEAR COUNTRY. Below those words appeared a series of instructions about how to avoid meeting a bear and how to behave if one did see a bear. Junior Ranger Jason Callen shivered. He had decided long ago that he never wanted to meet a bear in real life.

The ranger pointed at the sign and said, “Now, don’t let this sign scare you, kids. Bear sightings are extremely rare.”

Brendan Lewis raised his hand. “How rare are they, Ranger Vince?” he asked.

Ranger Vince smiled. “Well, I’ve been working in this park for ten years, and I’ve only seen about ten bears. That is an average of one bear sighting a year for me. But don’t forget that I am in this park almost every day!”

Ranger Vince got a serious look on his face and said, “No matter how often we see bears, we know they live in these woods. A hiker must always be aware for the sights and sounds of bears.” Jason shivered again.

They started down the trail in the bright morning sun. Soon, the sounds from the road and the ranger station faded. Bird chirps filled the air. The Junior Rangers chatted and giggled as they followed the trail. Occasionally, the group paused to observe wildlife, such as a deer darting across the trail or a frog sunning itself on a river rock. They also stopped to identify plants they saw on the trail—especially poison ivy! An hour passed, and the group was deep into the forest. It was no longer sunny; instead, the sun peeked through the dark, dense tree limbs high above. In fact, the only sound Jason could hear was the crunch of the Junior Rangers’ footsteps as they marched forward.

Then Jason heard something else. It sounded like the crunch of his boots on the ground, but this noise was quieter or maybe just farther away. Jason listened closely. Again and again he heard the noise. Was it an echo? Then he heard a branch snap. “That is no echo!” he thought. He listened even more closely. He decided that the sounds were coming from the woods on the left side of the trail. He wondered whether . . . BOOM! Jason felt a sharp pain in his shoulder, and before he knew it, he was lying on the ground. Ranger Vince ran to him to see if he was all right. Jason, while listening to the mysterious sounds in the forest, had walked right into a tree! He expected to look up at his friends giggling at his foolish mistake. Instead, everyone was peering intently into the forest on the left side of the trail. Apparently Jason wasn’t the only one who had been listening to the noises.

“I’m glad you’re OK, Jason,” said Ranger Vince. “But I’ve been hearing some sounds around us for the last quarter mile, and I want to review with everyone what we should do if we see a bear.”

Brendan Lewis raised his hand again. “We should make a lot of noise so we do not surprise the bear,” he explained.

“That’s what you should do before you see a bear,” Ranger Vince explained. “Once you see a bear, you should be very quiet.”

Suddenly, there was a loud burst of noise in the woods to the left of the trail. The Junior Rangers stood still. No one knew what to do! Then a figure appeared on the trial. Then another figure appeared. Soon they realized that it was the group of sixth graders from Winslow Elementary that they had seen at the ranger station! When the two groups finally met on the trail, they had a good laugh. The Winslow Elementary group admitted that they thought the Junior Rangers’ noises were coming from a bear. Even though no one had seen a bear that day, everyone learned that experienced hikers must be prepared for anything.
10. Which of the following statements shows the narrator’s point of view in this passage?

A. He was not excited about going on the all-day wilderness hike with the group.
B. He was afraid that he would get lost in the forest and not be able to find his way back.
C. He was not afraid of the bears because Ranger Vince would protect the group.
D. He wanted to go on the all-day hike, but when he heard about the bears, he was frightened.

11. Read the sentence from the passage.

“Soon the sounds from the road and the ranger station faded.”

Why did the author include this sentence?

A. to show the setting is changing
B. to show that the characters are frightened
C. to show that a lot of time has passed
D. to show the conflict in the story

12. Read the sentence from the passage.

“Suddenly there was a loud burst of noise in the woods to the left of the trail.”

What is the MOST LIKELY reason the author included this sentence in the passage?

A. to explain why the noise was upsetting
B. to firmly establish the setting
C. to create a mood of happiness
D. to create a mood of suspense