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ABSTRACT

Examples are given of criterion-referenced test items in mathematics and reading used at the sixth grade level in Georgia. Three skill areas are identified for mathematics: concept identification, component operations, and problem solving. Tests measure students' ability to: (1) recognize whole numbers, fractions, and decimals; (2) identify relations/properties; (3) select units to measure; (4) identify sets of points; (5) determine probability; (6) apply formulas to measure; (7) compute; (8) estimate results; (9) select operations; (10) solve word problems; (11) organize data; and (12) interpret data. Skill areas for reading are: literal comprehension, inferential comprehension, and problem solving. Tests measure students' understanding of: (1) fact/opinion; (2) explicit main idea, detail, sequences of events, cause and effect; (3) interpreting instructions; (4) implicit main idea, detail, sequences of events, cause and effect; (5) semantic relationships; (6) non-literal meanings; (7) persuasion techniques; (8) reference sources; (9) generalizations and conclusions; (10) predictions and comparisons; and (11) relevance of data. (JD)

Georgia Criterion-Referenced Tests Objectives and Assessment Characteristics for Sixth Grade Mathematics and Reading Tests

(Second Edition)

Student Assessment Unit
Standards and Assessment Division
Office of Planning and Development
Georgia Department of Education
Charles McDaniel
State Superintendent of Schools
July 1984

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Mathematics

GEORGIA CRITERION-REFERENCED TEST

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GEORGIA CRITERION-REFERENCED TEST
SIXTH GRADE MATHEMATICS OBJECTIVES

Skill Area: Concept Identification

Objective 1: The student recognizes different names for whole numbers, fractions, decimals, and percents in the context of academic tasks or everyday situations.

Objective 2: The student identifies relations or properties of numbers and operations in the context of academic tasks or everyday situations.

Objective 3: The student selects customary or metric units to measure length, area, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Objective 4: The student identifies relations and properties of sets of points in the context of academic tasks or everyday situations.

Skill Area: Component Operations

Objective 5: The student determines probability in the context of academic tasks or everyday situations.

Objective 6: The student applies formulas or units of measurement to determine length, area, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Objective 7: The student computes with whole numbers, fractions, decimals, and percents in the context of academic tasks.

Skill Area: Problem Solving

Objective 8: The student estimates results in the context of academic tasks or everyday situations.

Objective 9: The student selects appropriate operations for a given problem situation in the context of academic tasks or everyday situations.

Objective 10: The student solves simple word problems in the context of academic tasks or everyday situations.

Objective 11: The student organizes data in the context of academic tasks or everyday situations.

Objective 12: The student interprets data which has been organized in the context of academic tasks or everyday situations.

GEORGIA CRITERION-REFERENCED TEST
MATHEMATICS OBJECTIVES AND ASSESSMENT CHARACTERISTICS

Skill Area: Concept Identification

Objective 1: The student recognizes different names for whole numbers, fractions, decimals, and percents in the context of academic tasks or everyday situations.

Assessment Characteristics:

Six types of items may be written for this objective.

Items may require students to translate fractions to decimals and the reverse. Appropriate fractions include halves, fourths, fifths, eighths, tenths, and hundredths. Decimals should be no smaller than thousandths. Item stems do not include mixed numbers, improper fractions, or repeating decimals.

Items may require students to translate percents to fractions and the reverse. Appropriate fractions include halves, fourths, fifths, tenths, and hundredths. Items do not include percents with fractions, mixed numbers, percents over 100, or repeating decimals.

Items may require students to translate percents to decimals and the reverse. Decimal values include tenths and hundredths only. Items do not include percents greater than 100 or percents with fractions or decimals.

Items may require students to translate numerals to words and the reverse. Only whole numbers up to millions (7 digits) and decimals up to thousandths are used. Items relating to place value may be included.

Items may require students to identify equivalent fractions either by matching one fraction to another fraction or matching fractions to a given model. Items include reducing terms of fractions. (See example) Mixed numbers or improper fractions may be included. Fractions through hundredths may be used.

Items may require students to identify amounts of money from drawings of coins, or translate amounts into words or vice versa.

Examples for Objective 1:

translates fractions to decimals

Which is the same as $\frac{2}{5}$?

(1) .25
*(2) .40
(3) .52
(4) .70

translates percents to fractions

Which is the same as 75%?

(1) $\frac{2}{5}$

(2) $\frac{1}{4}$

(3) $\frac{5}{7}$

*(4) $\frac{3}{4}$

translates percents to decimals

Which is the same as 9%?

(1) 9.00
(2) .90
*(3) .09
(4) .009

translates words to numerals

Which is three hundred eighty-seven?

(1) 378
*(2) 387
(3) 3087
(4) 30087

translates amounts into words

Which is $440.85?

*(1) Four hundred forty dollars and eighty-five cents
(2) Forty-four dollars and eighty-five cents
(3) Forty-four thousand and eighty-five dollars
(4) Four thousand four hundred dollars and eighty-five

Examples for Objective 1:

identifies equivalent fractions

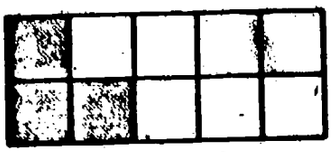
Which is the same as $\frac{12}{16}$?

(1) $\frac{2}{6}$

(2) $\frac{3}{8}$

*(3) $\frac{3}{4}$

(4) $\frac{6}{4}$



identifies equivalent fractions

Which part of the drawing is shaded?

*(1) $\frac{3}{10}$

(2) $\frac{7}{10}$

(3) $\frac{1}{3}$

(4) $\frac{10}{3}$

identifies equivalent fractions

Which is the same as $\frac{4}{6}$?

(1) $\frac{1}{3}$

(2) $\frac{3}{8}$

*(3) $\frac{8}{12}$

(4) $\frac{14}{16}$

Skill Area: Concept Identification

Objective 2: The student identifies relations or properties of numbers and operations in the context of academic tasks or everyday situations.

Assessment Characteristics:

Four types of items may be written for this objective.

Items require students to identify relations of numbers.

These items include ordering whole numbers up to five digits or determining "greater than" and "less than" using mixed numbers or fractions with unlike denominators.

Items may also include finding the missing element in an ordered pair, finding the missing pair, or identifying the relation of numbers within a pair.

Items may require students to identify properties of numbers, such as multiples, factors, primes, odd and even numbers, and the properties of zero and one.

Items may require students to identify relations of operations, that is, relate addition to subtraction or multiplication to division for a particular situation. (See example)

Items may require students to identify properties of operations by completing equations (number sentences) using the associative, commutative and distributive properties.

These items do not require computation nor identifying mathematics vocabulary.

Examples for Objective 2:

identifies relations of numbers

Which numbers are ordered from GREATEST to LEAST?

*(1) 1110, 1101, 1011, 1001, 1000

(2) 1110, 1101, 1001, 1011, 1000

(3) 1000, 1001, 1011, 1101, 1110

(4) 1000, 1011, 1101, 1001, 1110

identifies relations of numbers

Which is LESS THAN $\frac{2}{3}$?

(1) $\frac{3}{2}$

*(2) $\frac{1}{2}$

(3) $\frac{3}{4}$

(4) $\frac{5}{6}$

(1, 3), (3, 9), (4, 12), (□, 18)

identifies relations of numbers

Which belongs in the box?

(1) 2
(2) 5
*(3) 6
(4) 9

$\{(2,4), (3,6), (4,8)\}$

identifies relations of numbers

Which ordered pair could belong to the set?

*(1) 1, 2
(2) 3, 4
(3) 6, 8
(4) 6, 10

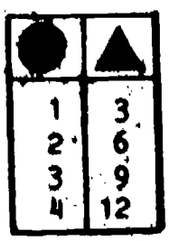
Examples for Objective 2:

identifies relations of numbers

1 is to 3 as □ is to ○

Which belongs in □ and ○?

(1) 2, 3
*(2) 3, 9
(3) 4, 2
(4) 6, 10



identifies relations of numbers

A number in ▲ column is how many times the number next to it in the ● column?

(1) two
*(2) three
(3) four
(4) five

identifies properties of numbers

Which is a multiple of 6?

(1) 2
(2) 3
(3) 10
*(4) 12

Examples for Objective 2:

identifies properties of numbers

Which is a prime number?

(1) 4
*(2) 5
(3) 9
(4) 15

identifies relations of operations

Which number sentences are related?

*(1) 3 x 5 = 15
15 ÷ 3 = 5

(2) 4 + 1 = 5
5 + 4 = 9

(3) 4 x 5 = 20
20 x 4 = 80

(4) 10 - 1 = 9
9 x 1 = 9

identifies properties of operations

[redacted] (1 + 4) =

(1) (3 x 1) + 4

(2) 1 + (3 x 4)

(3) (3 + 1) x (3 + 4)

*(4) (3 x 1) + (3 x 4)

identifies properties of operations

Which is equal to 6 x 15?

(1) (6 + 10) x (6 + 5)

(2) (6 + 5) x (10 + 5)

(3) (6 x 10) + (5 x 10)

*(4) (6 x 10) + (6 x 5)

Skill Area: Concept Identification

Objective 3: The student selects customary or metric units to measure length, area, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Assessment Characteristics:

Items require students to choose the unit that applies to a specific measurement problem, such as selecting the appropriate type or size of unit. Items do not require conversions from one unit to another.

Appropriate units include grams, meters, liters, degrees Celsius, degrees Fahrenheit, inches, feet, yards, miles, ounces, pounds, tons, cups, pints, quarts, gallons, seconds, minutes, hours, days, weeks, months.

Appropriate prefixes include milli-, centi-, and kilo-.

Examples for Objective 3:

selects appropriate unit for length

Which unit is used to measure length?

(1) gram
(2) liter
*(3) meter
(4) ton

selects appropriate unit for volume

Which unit is used to measure the volume of a soup spoon?

(1) gram
(2) liter
(3) milligram
*(4) milliliter

selects appropriate unit for length

About how long is a paper clip?

(1) 1 gram
*(2) 1 inch
(3) 1 liter
(4) 1 foot

selects appropriate unit for time

Which unit is used to measure how long it takes to walk four blocks?

(1) day
(2) week
*(3) minute
(4) second

Skill Area: Concept Identification

Objective 4: The student identifies relations and properties of sets of points in the context of academic tasks or everyday situations.

Assessment Characteristics:

Three types of items may be written for this objective.

Items may require students to identify relations of sets of points. Parallel, perpendicular, intersecting, congruent, right angle, horizontal, and vertical may be included.

Items may require students to identify properties of sets of points.

Triangle, square, rectangle, quadrilateral, angle, line, line segment, circle, cone, cylinder, cube, pyramid, diameter, radius, rectangular prism, open and closed figures may be included.

Items may require students to locate an area on a map or points on a graph using Cartesian coordinates.

Items are limited to the first quadrant.

Examples for Objective 4:

identifies relations

Which pair of line segments are perpendicular?

(1) 

(3) 

*(2) 

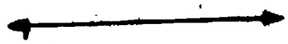
(4) 

Examples for Objective 4:

identifies properties

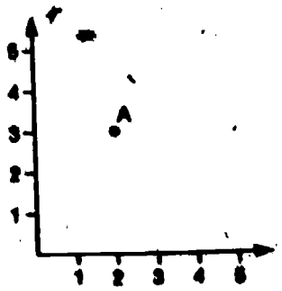
Which represents a line?

(1) 

*(2) 

(3)

(4)



locates points

Which describes the location of point A?

*(1) (2, 3)
(2) (3, 2)
(3) (2, 2)
(4) (3, 3)

Skill Area: Component Operations

Objective 5: The student determines probability in the context of academic tasks or everyday situations.

Assessment Characteristics:

Items require students to determine which events are most likely, least likely, or equally likely to occur.

Some items present a problem situation and ask the student to determine the likelihood of a specific event. Probabilities will not be stated as percents. They will be stated as "1 out of 4" or written as fractions ($\frac{1}{4}$). Items may include probabilities of zero or one.

Examples for Objective 5:

determines probability

John has a block with 3 red sides, 2 white sides, and 1 blue side. If John tosses the block into the air, which is the probability that it will land red side up?

(1) $\frac{1}{6}$

(2) $\frac{1}{3}$

(3) $\frac{2}{3}$

*(4) $\frac{1}{2}$

MARBLES	
RED	8
GREEN	6
BLUE	4
GOLD	12

determines probability

Which color marble is MOST LIKELY to be picked if Sara draws one from a bag without looking?

(1) RED
(2) GREEN
(3) BLUE
*(4) GOLD

Skill Area: Component Operations

Objective 6: The student applies formulas or units of measurement to determine length, area, volume, weight, time, and temperature in the context of academic tasks or everyday situations.

Assessment Characteristics:

Two types of items may be written for this objective.

Items may require students to apply customary or metric units of measurement.

Appropriate units include inch, foot, yard, centimeter, millimeter, meter, kilometer, square inch, cubic inch, ounce, pound, ton, kilogram, gram, cup, pint, quart, gallon, liter, day, week, month, year, degrees Celsius, degrees Fahrenheit.

Items may ask students to change from one unit of measurement to another within that system of measurement, but not convert from one measurement system to another.

Standard or nonstandard measurment devices, (i.e., reading a ruler, scale, or thermometer, or counting squares in a grid) may be used.

Items may also include elapsed time problems or temperature changes.

Items require students to apply simple standard formulas, i.e., circumference of a circle, or volume of a rectangular prism. The only formulas not given are for finding the perimeter of a rectangle or triangle and for finding the area of a rectangle.

Simple nongeometric formulas may also be presented for use in solving a problem. (See example)

Examples for Objective 6:

applies customary units for time

Jackie went to sleep at 9:30 p.m. and woke up at 7:00 a.m. How many hours did Jackie sleep?

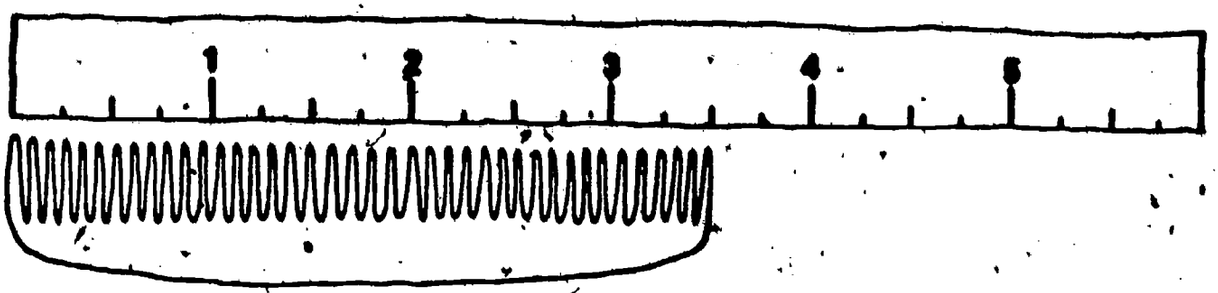
(1) 9

*(2) $9\frac{1}{2}$

(3) 10

(4) $10\frac{1}{2}$

Examples for Objective 6:



applies customary units for length

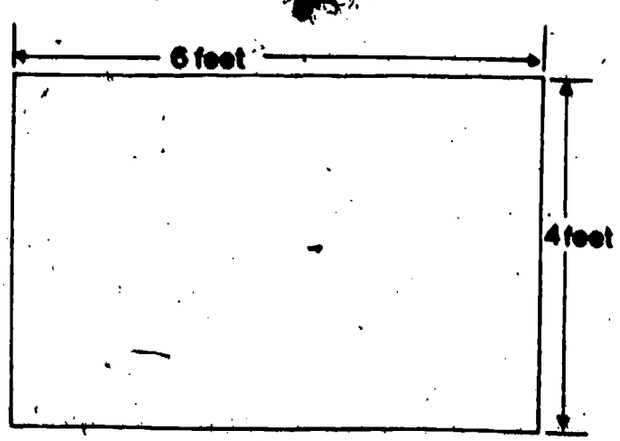
Which is the length of the comb?

(1) $2\frac{1}{2}$ inches

(2) 3 inches

(3) $3\frac{1}{2}$ inches

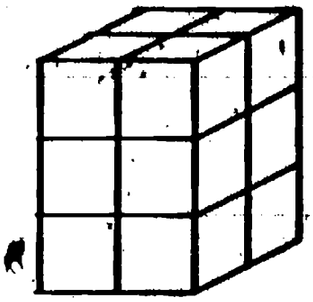
(4) 4 inches

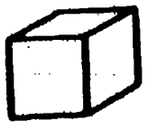


applies simple formulas

Which is the area of the rectangle?

(1) 10 sq. ft.
(2) 16 sq. ft.
(3) 20 sq. ft.
*(4) 24 sq. ft.





= 1 cubic unit

applies nonstandard units for volume

Which is the volume of this figure?

(1) 8 cubic units
*(2) 12 cubic units
(3) 16 cubic units
(4) 48 cubic units

applies customary units for weight

How many ounces are in $1\frac{1}{2}$ pounds?

(1) 8
(2) 12
(3) 16
*(4) 24

applies customary units for temperature

It was $2^{\circ}F$ when Juan left for school and $20^{\circ}F$ when he returned from school. How many degrees warmer was it when Juan returned from school?

*(1) 18°
(2) 20°
(3) 22°
(4) 40°

$t = c \times m$

t = total number of marbles
c = number of children
m = number of marbles each child has

applies simple formulas

There were 4 children and a total of 20 marbles. How many marbles (m) did each child have?

(1) 4
*(2) 5
(3) 16
(4) 24

Skill Area: Component Operations

Objective 7: The student computes with whole numbers, fractions, decimals, and percents in the context of academic tasks.

Assessment Characteristics:

Four types of items may be written for this objective. All types have one-step only, requiring either addition, subtraction, multiplication, or division. Problems may be presented horizontally or vertically. No word problems are included in this objective.

Items require students to compute with whole numbers.

Multiplication items may include factors with the total number of digits not to exceed six (such as 5 digits by 1 digit, 4 digits by 2 digits, 3 digits by 3 digits, and the reverse of these combinations).

Addition and subtraction may require renaming.

Division is limited to two-digit divisors.

Items may require students to compute with fractions with like or unlike denominators.

Mixed numbers may be included.

There is no regrouping when subtracting fractions, but it is allowed when adding fractions. (See examples)

Fractions may include halves, thirds, fourths, fifths, eighths, and tenths.

Items may require students to compute with decimals.

In items requiring division with decimals, divisors may not be smaller than hundredths or dividends smaller than thousandths, and items with remainders will not be included.

Items may require students to compute percents of whole numbers.

Examples for Objective 7:

computes with whole numbers

$$\begin{array}{r} 241 \\ \times\ 25 \\ \hline \end{array}$$

(1) 1,687
(2) 5,025
(3) 5,825
*(4) 6,025

computes with fractions

$$\begin{array}{r} 2\frac{2}{3} \\ +\ 1\frac{1}{2} \\ \hline \end{array}$$

(1) $3\frac{3}{5}$

(2) $\frac{5}{6}$

*(3) $1\frac{1}{6}$

(4) 2

computes with fractions

$$\begin{array}{r} 23\frac{2}{3} \\ -\ 18\frac{1}{3} \\ \hline \end{array}$$

*(1) $5\frac{1}{3}$

(2) $5\frac{3}{3}$

(3) $41\frac{1}{3}$

(4) 42

Examples for Objective 7:

computes with fractions

$$42\frac{1}{2}$$
$$+39\frac{1}{2}$$

(1) 3

(2) 81

(3) $81\frac{1}{2}$

*(4) 82

computes with decimals

2.72 - .18 =

(1) .92
*(2) 2.54
(3) 2.64
(4) 2.90

computes with percents

Which is 25% of 4?

(1) 0.16
(2) 0.25
*(3) 1.00
(4) 4.00

Skill Area: Problem Solving

Objective 8: The student estimates results in the context of academic tasks or everyday situations.

Assessment Characteristics:

Items may require the student to evaluate the reasonableness of results. Two types of estimation will be tested--computations and measurements. Standard or non-standard units may be used to estimate measurements.

To estimate computations, items require students to round numbers to estimate sums, differences, products, and quotients.

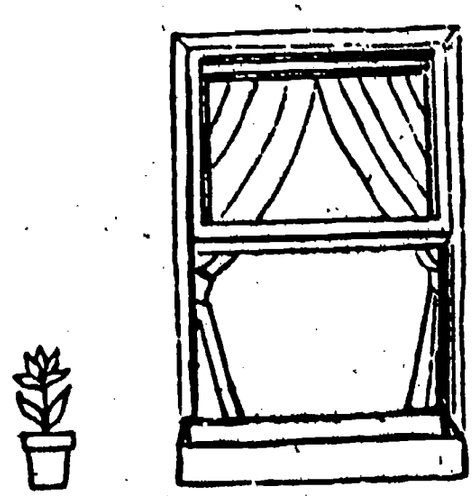
To estimate measurements, items require estimates of the number of units in a figure; for example, length, area, volume, or weight.

Examples for Objective 8:

estimates computations

Which shows the closest estimate of $321 \div 48$?

(1) $300 \div 40$
(2) $400 \div 50$
(3) $400 \div 40$
*(4) $300 \div 50$



estimates measurements

Mrs. Leery wants to put plants in her windowbox. Which is the greatest number of  that will fit in the windowbox?

(1) 1
*(2) 3
(3) 6
(4)

Skill Area: Problem Solving

Objective 9: The student selects appropriate operations for a given problem situation in the context of academic tasks or everyday situations.

Assessment Characteristics:

Items require students to choose which computations are needed to solve a problem, rather than compute an answer.

Items are word problems with no more than two operations. Problems may include fractions, decimals, whole numbers, and percents. The operations may be represented by written words or mathematical symbols.

Examples for Objective 9:

selects appropriate operations

Alice is making a list of her friends' addresses. Each address takes six lines. Alice's paper has 24 lines. If she makes two columns, how many addresses will fit on one page?

(1) $2 \times 6 \times 24$
(2) $24 \div 2 \times 6$
(3) $24 \div 6 \div 2$
*(4) $24 \div 6 \times 2$

Skill Area: Problem Solving

Objective 10: The student solves simple word problems in the context of academic tasks or everyday situations.

Assessment Characteristics:

Three types of items may be written for this objective.

Word problems for this objective may involve one or two logical steps. Each may involve multiple computations and one or more operations. Items may include ratios, percents, fractions, decimals (amounts of money), or whole numbers.

Other items may require identifying an appropriate strategy to solve a problem.

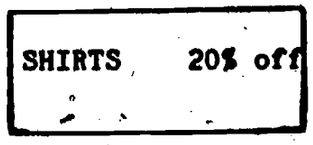
Other items may involve simple logical reasoning tasks.

Examples for Objective 10:

word problem

Linda's cat eats a can of food a day that costs $ .30. Her dog eats two cans of food every day that cost $ .40 each. How much does it cost Linda to feed her pets for seven days?

(1) $ .70
(2) $1.10
(3) $4.90
*(4) $7.70



word problem

How much less would a $10 shirt cost on sale?

(1) $1
*(2) $2
(3) $5
(4) $12

Examples for Objective 10:

word problem

If 6 balloons cost $.50, how much will 12 balloons cost?

(1) $ .75
*(2) $1.00
(3) $3.00
(4) $6.00

logical reasoning

Pete is shorter than Dan. Dan is taller than Larry. Larry is shorter than Pete. Which is true?

*(1) Dan is tallest.
(2) Larry and Dan are the same height.
(3) Pete is the shortest.
(4) Pete is as tall as Larry.

identifies appropriate strategy

How should Antonio decide if he can earn money doing neighborhood jobs?

(1) apply for a job at the recreation center downtown

*(2) ask his neighbors if they would hire him to do some jobs

(3) check the newspaper want-ads

(4) ask his teacher

Skill Area: Problem Solving

Objective 11: The student organizes data in the context of academic tasks or everyday situations.

Assessment Characteristics:

Two types of items may be written for this objective.

Items may require students to recognize accurate organization of data to facilitate solving a problem. Data may be arranged in tables, charts, bar graphs, line graphs, circle graphs, or pictographs.

Items may ask the student to identify information necessary to solve a problem by differentiating between essential or nonessential information or by identifying the additional information needed for a solution. These items may be phrased such that the student determines which question to use when collecting data for a specified task.

Examples for Objective 11:

Favorite Sports

Baseball	
Basketball	
Football	
Soccer	

= 2 students

From which chart was the pictograph made?

(1)

Favorite Sports

Baseball	
Basketball	
Football	
Soccer	

(2)

Favorite Sports

Baseball	
Basketball	
Football	
Soccer	

(3)

Favorite Sports

Baseball	
Basketball	
Football	
Soccer	

(4)

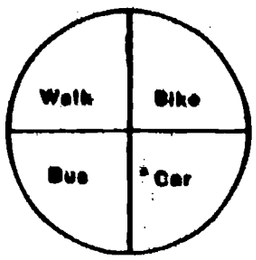
Favorite Sports

Baseball	
Basketball	
Football	
Soccer	

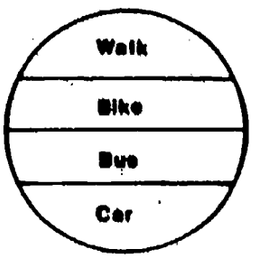
organizes data

A survey of sixth grade students showed how they got to school. It was found that 45% walk, 15% ride bikes, 35% ride the bus, and 5% ride in a car. Which graph correctly shows these data?

(1)



(2)



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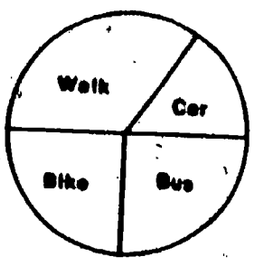
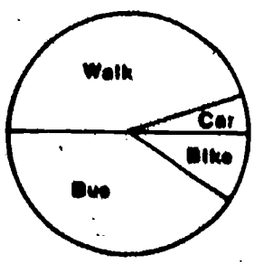


*(4)



identifies information

Marcus was trying to decide whether he could earn enough money working around the neighborhood or should get a part-time job. Which is the most important question he should ask his neighbors?

*(1) Do you have any jobs you'd hire me to do?
(2) Are you going on vacation this summer?
(3) What is your address?
(4) Do you have any pets?

Skill Area: Problem Solving

Objective 12: The student interprets data which has been organized in the context of academic tasks or everyday situations.

Assessment Characteristics:

Four types of items may be written for this objective.

Items may require using information in tables and charts.

Charts include maps and diagrams.

Other items require interpreting information in graph form.

Appropriate graphs include pictographs and bar, line and circle graphs.

Items may require students to find the mean or average of a set of data.

Items may require students to make predictions based on data presented in a graph, table, or chart.

Examples for Objective 12:

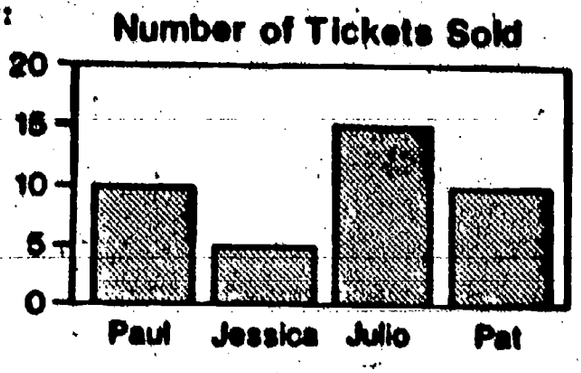
	NUMBER OF TICKETS SOLD
Joan	87
Mark	94
Juan	77

finds averages

Which is the average number of tickets sold?

(1) 77
*(2) 86
(3) 87
(4) 94

Examples for Objective 12:



uses information in graphs

How many more tickets did Julio sell than Jessica?

(1) 5
*(2) 10
(3) 15
(4) 20

	Savannah	Rome	Dalton	Valdosta
Savannah		324	344	167
Rome	324		43	297
Dalton	344	43		322
Valdosta	167	297	322	

uses information in charts

How many miles is it from Rome to Savannah?

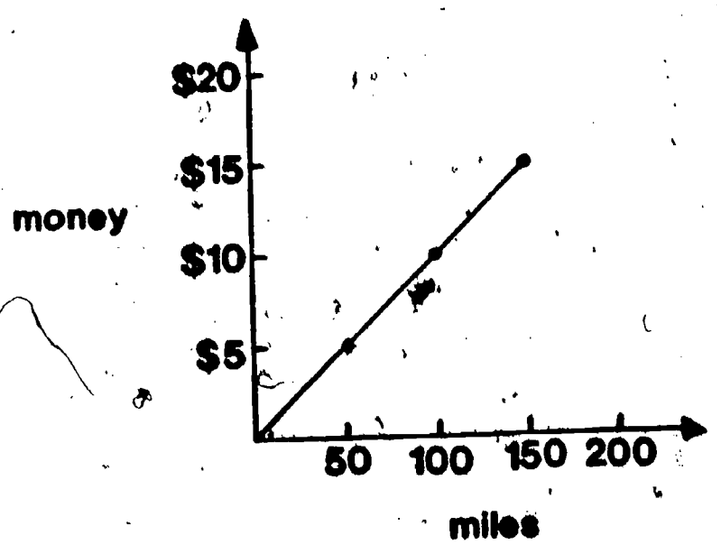
*1. 324
2. 297
3. 167
4. 43

Examples for Objective 12:

How far is it from Laura's house to Martin's?

uses information in maps

1. 14 miles
2. 39 miles
*3. 53 miles
4. 78 miles



makes predictions

How much would it cost to make a trip of 200 miles?

(1) $10
(2) $15
*(3) $20
(4) $25

Reading

GEORGIA CRITERION-REFERENCED TESTS

CROSS-INDEX FOR SIXTH GRADE

READING OBJECTIVES

NEW OBJECTIVE	TASK	ASSOCIATED OLD OBJECTIVE*
1 LC**	fact/opinion	12
2 LC	explicit main idea, detail, sequences of events, cause and effect	10, 11, 13
3 LC	interprets instructions	16, 17
4 IC	implicit main idea, detail, sequences of events, cause and effect	10, 13
5 IC	semantic relationships	5, 7, 8, 9
6 IC	non-literal meanings	-
7 IC	persuasion techniques	-
8 PS	reference sources	18, 19, 20
9 PS	generalizations and conclusions	14
10 PS	predictions and comparisons	15
11 PS	relevance of data	-

* Content for old objectives 1, 2, 3, 4, 6 is not directly assessed under the new objective structure.

** LC = Literal Comprehension Skill Area
IC = Inferential Comprehension Skill Area
PS = Problem Solving Skill Area

GEORGIA CRITERION-REFERENCED TEST

SIXTH GRADE READING OBJECTIVES

Skill Area: Literal Comprehension

Objective 1: The student distinguishes between fact and opinion in the context of academic materials or everyday situations.

Objective 2: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Objective 3: The student interprets instructions in the context of academic materials or everyday situations.

Skill Area: Inferential Comprehension

Objective 4: The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Objective 5: The student interprets semantic relationships in the context of academic materials or everyday situations.

Objective 6: The student interprets non-literal meanings in the context of academic materials or everyday situations.

Objective 7: The student recognizes persuasion techniques in the context of academic materials or everyday situations.

Skill Area: Problem Solving

Objective 8: The student uses reference sources in the context of academic materials or everyday situations.

Objective 9: The student makes generalizations and draws conclusions in the context of academic materials or everyday situations.

Objective 10: The student makes predictions and comparisons in the context of academic materials or everyday situations.

Objective 11: The student recognizes relevance of data in the context of academic materials or everyday situations.

GEORGIA CRITERION-REFERENCED TEST
READING OBJECTIVES AND ASSESSMENT CHARACTERISTICS

Skill Area: Literal Comprehension

Objective 1: The student distinguishes between fact and opinion in the context of academic materials or everyday situations.

Assessment Characteristics:

Items require students to differentiate between statements of fact and opinion. The text for these items may be written in the style of textbooks, newspaper editorials, news reports, or conversations.

A fact is an objective statement which can be determined to be accurate or inaccurate using a specified measurement system, sensory data, or definitions. Students will not be required to distinguish between true and false facts. Future tense is not used in fact/opinion options, i.e., "We will meet tomorrow."

An opinion is an evaluative statement expressing individual preferences, beliefs, or feelings.

Example for Objective 1:

distinguishes opinion from fact

Which is an OPINION?

(1) John: Let's play football.
(2) Mike: But it's raining outside!
*(3) John: It's fun to play in the rain.
(4) Mike: Well, you can play, but I'm not going out in the rain.

distinguishes fact from opinion

Which is a FACT?

*(1) Marcy: Jerry is running for Student Council President in the school elections.
(2) Larry: He's the best person for the job.
(3) Ann: He's fun to work with.
(4) Marcy: Jerry is everybody's favorite!

Skill Area: **Literal Comprehension**

Objective 2: **The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.**

Assessment Characteristics:

There are four types of items for this objective. To answer these items, students must first read a brief passage or story. The items require no prior knowledge or experiences beyond what is provided in the passage. Items may ask why, how, what, when, where, which, or who-type questions.

Items may require students to recognize the main idea (the major point or purpose) of the passage.

The main idea is directly stated, but may be found anywhere within the passage.

Items may require students to recognize details that are directly stated in the passage.

The items focus on information that is important to overall passage comprehension.

Items may require students to recognize sequence of events that are directly stated in the passage.

Items may ask about any event in a sequence; the sequences should be important to overall passage comprehension and should not be an arbitrary sequence, i.e., sequence for a morning routine. Items may ask the student to order a series of events or to determine which event came before or after other events. Words like "first," "next," "then" are used to signal the order of events.

Items may require students to recognize cause and effect relationships, between two events, people, or situations.

Passages include directly stated cues about causal relationship using words such as "then," "therefore," "next," "as a result of."

Examples for Objective 2:

In recent years tigers in India have nearly disappeared. Thousands were killed for their skins, which were used to make rugs or coats. Many farmers killed tigers to protect cattle and livestock. In order to save tigers, the government of India has passed laws to stop people from hunting tigers.

explicit main idea

Which is the main idea?

*(1) Tigers nearly disappeared from India.
(2) Farmers in India were very good hunters.
(3) Producing tiger-skin coats and rugs became an important industry in India.
(4) Farmers tried to raise tigers along with their cattle in order to make money.

explicit detail

Tiger skins were used to

*(1) make coats.
(2) protect cattle.
(3) hunt tribes.
(4) cover car seats.

explicit cause and effect

The government passed special laws to

(1) help Indians get more tiger skins.
(2) protect its businesses.
*(3) protect the tigers.
(4) help the hunters.

Examples for Objective 2:

Fred and Al wanted to play ball. They decided to play at Al's home. Fred called his friends first. When they still needed more players, Al ran next door to ask Mark to play. Soon they had enough players for a game.

(Sequence of events items presented in two different formats)

(Format 1:) When did Al go next door?

(1) after they played ball
*(2) after Fred called his friends
(3) before they decided to play ball
(4) before Fred went home

(Format 2:) Which is the correct order of events?

1. Fred called his friends.
2. Fred and Al decided to play ball.
3. Al went next door.
4. Fred and Al had enough ball players.

(1) 4, 2, 1, 3
(2) 4, 1, 2, 3
(3) 2, 3, 1, 4
*(4) 2, 1, 3, 4

Skill Area: Literal Comprehension

Objective 3: The student interprets instructions in the context of academic materials or everyday situations.

Assessment Characteristics:

Items require students to use instructions or other directive information.

The source of information may be labels, forms, maps (or legends), lists, or simple prose. Other items may include recipes, directions for assembling an object, making something, or playing a game.

Material may be organized to represent actual instructions (i.e., Model plane assembly: 1. Account for all pieces and supplies; 2. Cut out all balsa pieces, etc.)

Examples for Objective 3:

George's mom left a note for him. The note said:

To fix dinner, follow these instructions in order:

1. Put chicken in oven.
2. Set table.
3. Make tossed salad.
4. Cook frozen green beans.

interprets instructions

According to his mom's instructions, George was to

*(1) put the chicken in the oven and then set the table.
(2) cook the beans before he baked the chicken.
(3) set the table after he cooked the beans.
(4) make the salad and then set the table.

Examples for Objective 3:

Child's Name _____ Age _____
last first

Street Address _____

Phone Number _____

School _____

Parent(s) Name _____

interprets instructions

Lily Shaw had to fill out this form before she could join the soccer team. Which shows that she filled out the form correctly?

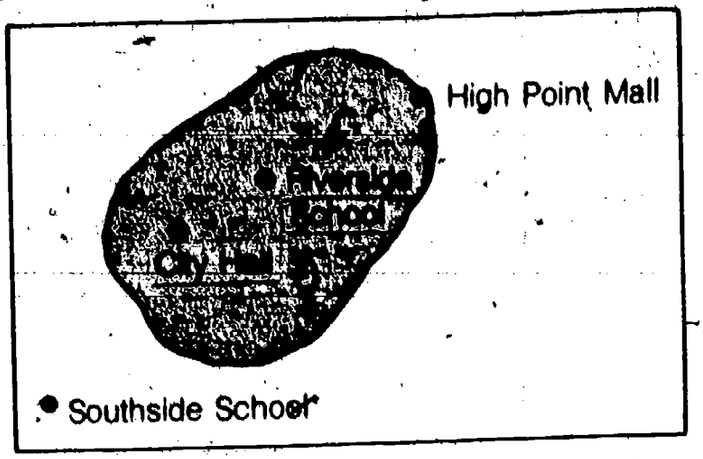
(1) Lily
415 Fourth Street
Mary Shaw
10
Redding School

(2) Lily Shaw
415 Fourth Street
Mary Shaw
457-0052

*(3) Shaw, Lily
415 Fourth Street
457-0052
Redding School
Mary Shaw
10

(4) Shaw, Lily
415 Fourth Street
457-0052
Redding School

Examples for Objective 3:



interprets instructions

Which is outside the city limits?

(1) City Hall
*(2) High Point Mall
(3) Riverside School
(4) Southside School

Skill Area: Inferential Comprehension

Objective 4: The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Assessment Characteristics:

Implicitly stated information can be thought of as that information contained "between the lines." Thus, implicit information, while not explicitly stated, must be clearly suggested by text and is, therefore, passage dependent. Items do not require students to have prior knowledge of the passage content in order to be able to answer them.

There are four types of items for this objective:

Items may require students to identify the main idea, which states the major point or purpose of the passage.

Items may require students to identify details which are necessary or relevant to overall passage comprehension but are not directly stated.

Items may require students to identify sequence of events.

Items do not ask about an event that could occur after the last event specified in a passage; such items are predictions.

Items may require students to identify cause and effect relationships between two events, people, or situations.

Examples for Objective 4:

For many years, the swamp areas of Georgia, South Carolina, Florida, and other parts of the southern United States provided rich hunting grounds for alligators. Alligator skins were used to make beautiful shoes and handbags. A few years ago, nearly all the alligators were gone from the swamps. Laws were passed making it a crime to hunt and kill alligators and to manufacture goods made from alligator skins.

(There are two formats for main idea items.)

recognizes implicit main idea (format 1)

Which is the main idea?

(1) Alligator skins make pretty shoes and handbags.
(2) It's fun to explore swamps all over the South.
(3) Alligators were hunted in three states.
*(4) Alligators had to be protected to survive.

(format 2)

This paragraph is mainly about

(1) southern swamps.
(2) shoes and handbags.
*(3) endangered alligators.
(4) raising alligators.

implicit cause and effect

Many alligators were killed because

(1) new laws were passed.
*(2) their skins were valuable.
(3) other wildlife was being killed too.
(4) they were overpopulating the swamp.

Skill Area: Inferential Comprehension

Objective 5: The student interprets semantic relationships in the context of academic materials or everyday situations.

Assessment Characteristics:

There are four types of items for this objective.

Items may require the student to interpret words from context.

Vocabulary words are presented within the context of either paragraphs or sentences. The context provides clues to the meaning of the words in question. Words with multiple or unfamiliar meanings may be chosen for these items as they emphasize using context to determine the answer. The options, however, are words that are known to the students.

Items may require the student to interpret the meaning of prefixes or select the appropriate prefix or suffix.

Items may require the student to identify pronoun referents.

Items may require students to identify to whom (person), what (object), or where (location) a reference is made.

Items may require the student to match two or more sentences with an equivalent (paraphrased) sentence.

These items may require the student to interpret punctuation in order to select an equivalent statement.

Examples for Objective 5:

equivalent sentences

Mom packed lunch for her sister Dana, Luke and Pat.

Which means the same as the above sentence?

*(1) Mom packed lunch for her sister and two others.
(2) Dana, Luke and Pat packed lunch for Mom.
(3) Mom packed lunch for her sisters.
(4) Dana, Luke, and Pat are sisters.

Examples for Objective 5:

word meanings

After the math teacher gave a lucid explanation of the complicated theory, almost everyone understood it.

Lucid means

*(1) clear.
(2) confusing.
(3) loose.
(4) wordy.

prefixes

The prefix pre means before when attached to a word. In which word does pre mean before?

(1) preacher
*(2) prehistoric
(3) president
(4) pretend

prefixes

Jessie was unable to solve the problem so she asked for help.

In unable, un means

(1) in
(2) up
*(3) not
(4) may be

pronoun referent

Mario and Joseph asked Al to play basketball with them.

Them refers to

(1) Joseph and Al.
(2) Mario and Al.
*(3) Mario and Joseph.
(4) Al, Joseph, and Mario.

equivalent sentences

The sun came out after the rain. Then Anna went outside.

Which means the same as the two sentences?

(1) The weather was rainy.
(2) Anna enjoyed being outside.
(3) The sun started to shine after Anna went outside.
*(4) Anna went outside when the rain stopped and the sun came out.

Skill Area: **Inferential Comprehension**

Objective 6: **The student interprets non-literal meanings in the context of academic materials or everyday situations.**

Assessment Characteristics:

There are two different types of items that assess this objective.

Items may require selecting the correct response on the basis of semantic similarity to a non-literal phrase.

Simple poems, songs, fiction, or nonfiction may be used as the context for examples of figurative language.

Items may focus on idiomatic uses of language.

Idioms (i.e., take a walk) and slang may be included. Clichéd expressions (i.e., raining cats and dogs) are also acceptable.

Items may also assess student's knowledge of figurative language.

Items may include examples of metaphors, similes, and hyperboles.

Examples for Objective 6:

hyperbole-figurative language

Marsha talked to her friend and told her she'd be late. "Mom says I can't leave until the kitchen is clean. It'll take me an hour to wash <u>this mountain of dishes</u>, but I'll try to hurry."

What did Marsha mean by the underlined phrase?

(1) Her mother had gone to the mountains on a trip, and Marsha had to wash the dishes.
(2) The dishes had a mountain design on them.
*(3) Marsha had lots of dishes to wash.
(4) Marsha was going to be late.

simile-figurative language

The sunset was <u>as colorful as an artist's paint tray</u>.

The underlined phrase means

(1) the sun was a bright orange.
*(2) the sunset had many colors.
(3) an artist painted a sunset.
(4) an artist painted a tray.

Skill Area: Inferential Comprehension

Objective 7: The student recognizes persuasion techniques in the context of academic materials or everyday situations.

Assessment Characteristics:

Items require students to recognize an underlying intent of a message to persuade, rather than details from the message itself.

Students are not required to recognize or identify a particular persuasion technique. The context for these items may involve advertisements or conversations (that is, examples of interpersonal persuasion or peer influence, common in daily interaction.)

Example for Objective 7:

persuasion

Julia's parents gave her a new bike for her birthday last week. She had finally convinced them she needed a new one with ten speeds because of all the errands she did for the neighbors. "After all," she told them, "since I have a neighborhood delivery service, I need proper equipment."

Which reason did Julia use to convince her parents to buy her a bike?

(1) It was her birthday.
(2) Her neighbor had a new one.
(3) Her old one only had three speeds.
*(4) She needed it for her business.

Skill Area: Problem Solving

Objective 8: The student uses reference sources in the context of academic materials or everyday situations.

Assessment Characteristics:

There are two types of items for this objective.

Items may require students to determine which reference source is the best source to locate information for a given purpose.

Sources may include classified ads, recipes, instruction manuals, card catalogues. Sources may not always be written references, e.g., a person may be a source.

Other items may require students to use some aspect/feature of a source:

using a dictionary or thesaurus for selecting the appropriate meaning of words (when there are multiple meanings) or finding synonyms or antonyms.

using tables of contents to locate information.

using an index to locate information.

using a telephone book to locate information.

Examples for Objective 8:

determines source

Which would be most useful for finding out the temperature today in New York City?

(1) a city map
*(2) national weather news
(3) an almanac
(4) an encyclopedia

Examples for Objective 8:

---

pipe

1. a tube of reed, straw, wood or metal into which air is blown for making musical sounds.
2. a high, shrill sound.
3. long tube of concrete, metal, or wood used to carry liquid.
4. a tube with a small bowl at one end in which tobacco is smoked.

---

locates information in a dictionary

The bird could be heard piping his good morning to the sun.

Piping comes from which meaning of pipe?

(1) 1
*(2) 2
(3) 3
(4) 4

Indoor Plant Care

CHAPTER

1 Sunlight and Moisture Control
2 Flowering Plants
3 Hanging Baskets
4 African Violets
5 Herb Gardens
6 Seasonal Specialties

uses a table of contents

Which chapter most likely describes the type of container to use for a hanging plant?

(1) 2
*(2) 3
(3) 4
(4) 6

Skill Area: Problem Solving

Objective 9: The student makes generalizations and draws conclusions in the context of academic materials or everyday situations.

Assessment Characteristics:

There are two types of items for this objective.

Items may require students to select a statement that brings closure to the passage (a conclusion). The statement summarizes the ideas that were presented in the passage.

Items may require students to select a statement of <u>generalization</u> (a principle).

Generalizations are statements that are based on information in the passage and then <u>applied to conditions</u> (i.e., people, events) <u>outside the passage</u>.

Students may be asked to recognize conclusions and generalizations that are inappropriate as well as recognize the difference between accurate details and appropriate conclusions or generalizations.

Examples for Objective 9:

draws conclusions

Charlotte bought a new car two years ago. She has it serviced regularly, as the owner's manual suggests. She has the oil changed and the engine tuned as needed. The tires are rotated every 5,000 miles.

Based on the information in the paragraph, one possible conclusion is that

(1) Charlotte's car doesn't run very well.
(2) Charlotte takes many vacations.
(3) Charlotte spends too much money at the repair shop.
*(4) Charlotte's car will give her good service for a long time.

Examples for Objective 9:

Joe is always chosen to work on school committees. Everyone knows he works hard. He can get his schoolmates to cooperate to get a project done. Joe is always invited to join a club because he's such fun to be with. He always has a funny joke to tell when someone is feeling down. If a friend needs help, he does whatever he can.

makes generalizations

Based on the information about Joe, one could say that Joe

(1) is not dependable.
*(2) is a friendly person.
(3) has lots of homework.
(4) works hard on his school subjects.

draws conclusions

Based on the information about Joe, one could conclude that Joe

*(1) spends a lot of time in school activities.
(2) does not have many friends at school.
(3) works hard on his homework.
(4) enjoys playing sports.

Skill Area: **Problem Solving**

Objective 10: **The student makes predictions and comparisons in the context of academic materials or everyday situations.**

Assessment Characteristics:

There are two types of items for this objective.

Items may require students to identify a prediction.

Predictions are statements describing a future event; a degree of probability exists. Given the details of the passage, the prediction should be a likely (but not explicitly stated) result. The answer depends on the passage, not prior or outside knowledge about the situation.

Items may require students to select statements that compare events, people, or situations, noting either similarities or difference based on a specified dimension (i.e., expense, time).

Examples for Objective 10:

Marlo had twenty dollars. She bought a shirt for $14.95. When she put her change and the receipt in her pocket, she unknowingly dropped the $5.00 bill. On the way home Marlo met a friend, and they stopped for a hamburger and malt.

makes predictions

What will happen when Marlo tries to pay for the food?

(1) She will drop her package.
*(2) She will not have enough money.
(3) She will pay for her friend's hamburger.
(4) She will realize the clerk gave her the wrong change at the store.

Ed Anderson and José Warren applied for the job of bookkeeper for a supermarket. Ed has worked in a grocery store as a stock clerk and is taking a bookkeeping course. José has a bookkeeping certificate and a fair knowledge of grocery items and prices.

makes comparisons

Ed and José are alike because they both

(1) are students.
(2) work in a supermarket.
*(3) have bookkeeping skills.
(4) do a lot of grocery shopping.

Skill Area: Problem Solving

Objective 11: The student recognizes relevance of data in the context of academic materials or everyday situations.

Assessment Characteristics:

There are three types of items for this objective.

Items may require the student to identify relevant or irrelevant information for a specific problem, with the oriterion for making a decision specified (i.e., time or cost).

The student may be asked to identify what additional information may be necessary to solve a given problem.

The student may also be asked to identify what data were required for arriving at a specific conclusion.

Examples for Objective 11:

Whispering Pines

Beautiful Four-bedroom Home. Within walking distance to neighborhood shopping center, new middle school and senior high school. Recreation center nearby.

identify additional information

The Martins are interested in a home in Whispering Pines. What information do they need to know first?

*(1) who to contact for more information
(2) how close the recreation area is
(3) the name of the shopping center
(4) how much their present house is worth

POPOVERS

Put 1 cup flour into a bowl. Add 1/4 teaspoon salt and stir. Add 2 eggs, 1 cup milk, and 2 teaspoons melted butter. Beat until smooth. Fill well-greased muffin tins 1/2 full. Bake 35-40 minutes.

identfies additional information

To make popovers, what necessary information is missing?

(1) when to add salt
(2) number of eggs to use
(3) how long to bake the popovers
*(4) what the baking temperature should be