



eMPower**ME**

Grades 3–8  
Spring 2018

Directions for  
Administering the  
**Paper-Pencil Sample Items**

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For questions about the Maine testing program, information is available at <https://maine.onlinehelp.measuredprogress.org>.

## DIRECTIONS FOR ADMINISTERING THE PAPER-PENCIL SAMPLE ITEMS

The following directions for administration are for the eMPower™ME Paper-Pencil Sample Items. Please note: The majority of students will take the eMPowerME tests online and should therefore refer to the Student Tutorial. Directions for administering the Student Tutorial can be found at

<http://maine.onlinehelp.measuredprogress.org/sample-items/>.

These directions are organized by grade level. Select the appropriate grade level for your students.

All sample items are available at the eMPowerME Help and Support site. You may download the appropriate grade and content areas from <http://maine.onlinehelp.measuredprogress.org/sample-items/>.

Provide students with a paper copy of the sample items. Make sure students have the correct grade level and content area before they begin interacting with the sample items.

You may wish to have a copy of the sample items and the scoring guide for your reference during the sample items sessions. You may download a PDF of the sample items and the scoring guide at

<http://maine.onlinehelp.measuredprogress.org/sample-items/>.

## Grade 3

### ▶ Grade 3: Directions for Administering the Paper-Pencil Reading Sample Items

*Test administrators must distribute copies of the Reading Grade 3 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with some Reading sample items. Listen as I read the directions for the Grade 3 Reading sample items. “Read the passage. Then answer the questions that follow.” You may not know all the answers. If you are not sure of the answer to a question, you should still try to answer it. It is important that you do your best.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**When you finish with a page and see “Go On” at the bottom of the page, continue to the next page. When you see the word “STOP,” you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the passage “Dragonflies: Interesting Insects.” Read the passage to yourself.**

Pause while the students read the passage. The passage is about one page long, so students may need about 10–15 minutes to finish reading the passage.

Say: **Now look at question 1. Read the question to yourself as I read it aloud.**

***This question has two parts. Be sure to answer both parts of the question.***

**1. What is the main idea of the passage?**

- A Dragonflies live for a short time.**
- B Dragonflies have large wings.**
- C Dragonflies can be dangerous.**
- D Dragonflies are special insects.**

Say: **Click the correct answer.**

*Pause while students respond.*

Say: **Read the next part of the question as I read it aloud.**

**Which detail from the passage best supports the answer above?**

- A “If you look closely, you will see net-like veins in their wings that actually help soak up the sun.”**
- B “You might find them around ponds, lakes, rivers, and swamps.”**
- C “If you make a pond or some small body of water in your yard, you might be able to invite them to your house!”**
- D “Many people think that dragonflies can bite or sting, but they don’t.”**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the first part of the question is “D,” “Dragonflies are special insects.” The correct answer for the second part of the question is “A,” “If you look closely, you will see net-like veins in their wings that actually help soak up the sun.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Reading sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Reading sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 3: Directions for Administering the Paper-Pencil Writing & Language Sample Items

*Test administrators must distribute copies of the Writing & Language Grade 3 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with some Writing & Language sample items. Listen as I read the directions for the Grade 3 Writing & Language sample items. "Read the passage. Then answer the questions that follow."**

**Today you will take a test in writing and language. For this test, you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the sample passage, "Gray Wolves." Read the passage to yourself.**

*Pause while the students read the passage.*

Say: **Now look at sample question 1. Read the question to yourself as I read it aloud.**

**1. How should the underlined word in sentence 2 be changed?**

*Spell out the words for choices B through D.*

Say: **A NO CHANGE**

**B bodes**

**C body's**

**D bodees**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “A,” “NO CHANGE.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Writing & Language sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Writing & Language sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*



## ► Grade 3: Directions for Administering the Paper-Pencil Mathematics Sample Items

Test administrators must distribute copies of the Mathematics Grade 3 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with some Mathematics sample items. The sample item set has six math questions for you to answer. Listen as I read the directions for the Grade 3 Mathematics sample items. "Read each question and choose the best answer."**

**For this test, you will answer selected-response and constructed-response questions. When a question has more than one part, each part will have a letter (such as a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

- 1. A gym teacher is putting students into teams.**
- **There are 24 students.**
  - **There will be 3 students on each team.**

**Which expression can be used to find the number of teams made by the gym teacher?**

- A  $24 \times 3$**
- B  $24 \div 3$**
- C  $24 + 3$**
- D  $24 - 3$**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “B,” “ $24 \div 3$ .” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Mathematics sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Mathematics sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## Grade 4

### ► Grade 4: Directions for Administering the Paper-Pencil Reading Sample Items

*Test administrators must distribute copies of the Reading Grade 4 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with some Reading sample items. The set of sample items has two reading passages and questions about what you read. Listen as I read the directions for the Grade 4 Reading sample items. "You will now read two related passages and answer the questions that follow. Some of these questions will ask you to compare the two passages."**

**For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **There are two passages in this sample item booklet. The first passage is "Pioneering in the Ozarks"; the second passage is "On the Way Home." Read the passages now.**

*Pause while the students read the two passages. Altogether, the passages are about 4½ pages long, so students may need about 20–25 minutes to finish reading them. If you are concerned about students' ability to read the passages, you may read the passages aloud while students read along.*

Say: **Look at question 1. Read the question to yourself as I read it aloud.**

- 1. In Passage 1, how does Rose feel about leaving Rocky Ridge Farm?**
- A She thinks life will be easier in the city.**
  - B She is excited to live in a place with more people and jobs.**
  - C She is worried about moving far away from the farm.**
  - D She hopes her parents will take care of the farm while she is away.**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “B,” “She is excited to live in a place with more people and jobs.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Reading sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Reading sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 4: Directions for Administering the Paper-Pencil Writing & Language Sample Items

*Test administrators must distribute copies of the Writing & Language Grade 4 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with some Writing & Language sample items. Listen as I read the directions for the Grade 4 Writing & Language sample items. "Read the passage. Then answer the questions that follow."**

**Today you will take a test in writing and language. For this test, you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the sample passage, "Gray Wolves." Read the passage to yourself.**

*Pause while the students read the passage.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

- 1. How should the underlined word in sentence 1 be changed to be the most exact?**
- A NO CHANGE**
  - B dogs**
  - C pets**
  - D creatures**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is "B," "dogs." If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Writing & Language sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Writing & Language sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 4: Directions for Administering the Paper-Pencil Mathematics Sample Items

Test administrators must distribute copies of the Mathematics Grade 4 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with some Mathematics sample items. The sample item set has six math questions for you to answer. Listen as I read the directions for the Grade 4 Mathematics sample items. "Read each question and choose the best answer."**

**For this test, you will answer selected-response and constructed-response questions. When a question has more than one part, each part will have a letter (such as a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

**1. Six hundred seven thousand fifty people live in a city. Which expression shows another way to write the number of people who live in the city?**

**A  $6 \times 100 + 7 \times 1,000 + 5 \times 10$**

**B  $6 \times 10,000 + 7 \times 1,000 + 5 \times 10$**

**C  $6 \times 100,000 + 7 \times 1,000 + 5 \times 10$**

**D  $6 \times 100,000 + 7 \times 10,000 + 5 \times 1,000$**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is "C," " $6 \times 100,000 + 7 \times 1,000 + 5 \times 10$ ." If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Mathematics sample items.**

*Give students about 15–20 minutes to respond to the remaining questions, and then continue.*

Say: **This completes the Mathematics sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*



## Grade 5

### ► Grade 5: Directions for Administering the Paper-Pencil Reading Sample Items

*Test administrators must distribute copies of the Reading Grade 5 sample item booklet, scratch paper, and No. 2 pencils.*

**Say:** Today, you will be working with some Reading sample items. The set of sample items has two reading passages and questions about what you read. Listen as I read the directions for the Grade 5 Reading sample items. “You will now read two related passages and answer the questions that follow. Some of these questions will ask you to compare the two passages.”

**For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

**Say:** If there are no other questions, turn to page 1 of your test booklet.

**At the bottom of the page on the right-hand side are the words “Go On” with an arrow. When you finish with a page and see “Go On” at the bottom of the page, continue to the next page. When you see the word “STOP,” you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

**Say:** There are two passages in this sample item set. The first passage is “Eureka!” The second passage is “Thinking Like Edison.”

*Pause while the students read the passages. Altogether, the passages are three pages long, so students may need about 15 minutes to finish reading them.*

Say: **Look at question 1. Read the question to yourself as I read it aloud.**

**1. Read the sentence from paragraph 10 of Passage 1.**

**Some inventions are very simple.**

**How does the author support this idea?**

- A by describing the basic motions of certain inventions**
- B by comparing a useful invention to a useless invention**
- C by providing examples of inventions that have basic designs**
- D by listing inventions that do not fulfill a useful need in society**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “C,” “by providing examples of inventions that have basic designs.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Reading sample items.**

*Give students about 15–20 minutes to respond to the remaining questions, and then continue.*

Say: **This completes the Reading sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 5: Directions for Administering the Paper-Pencil Writing & Language Sample Items

Test administrators must distribute copies of the Writing & Language Grade 5 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with a set of Writing & Language sample items. Listen as I read the directions for the Grade 5 Writing & Language sample items. "Read the passage. Then answer the questions that follow."**

**Today you will take a test in writing and language. For this test you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the sample passage, "Origin of Duct Tape." Read the passage to yourself.**

*Pause while the students read the passage.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

**1. How should the underlined word in sentence 1 be changed?**

*Spell out the words for choices B through D.*

- Say:
- A NO CHANGE**
  - B construction**
  - C construcktion**
  - D constructshun**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “B,” “c-o-n-s-t-r-u-c-t-i-o-n.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Writing & Language sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Writing & Language sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 5: Directions for Administering the Paper-Pencil Mathematics Sample Items

Test administrators must distribute copies of the Mathematics Grade 5 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with some Mathematics sample items. The sample item set has six math questions for you to answer. Listen as I read the directions for the Grade 5 Mathematics sample items. "Read each question and choose the best answer."**

**For this test, you will answer selected-response and constructed-response questions. When a question has more than one part, each part will have a letter (such as a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

**1. Which is equivalent to  $20 \times 500$ ?**

**A  $10^3$**

**B  $10^4$**

**C  $10^5$**

**D  $10^6$**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is "B," " $10^4$ ." If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Mathematics sample items.**

*Give students about 15–20 minutes to respond to the remaining questions, and then continue.*

Say: **This completes the Mathematics sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## Grade 6

### ► Grade 6: Directions for Administering the Paper-Pencil Reading Sample Items

*Test administrators must distribute copies of the Reading Grade 6 sample item booklet, scratch paper, and No. 2 pencils.*

**Say:** Today, you will be working with a set of Reading sample items. The sample item set has two reading passages and questions about what you read. Listen as I read the directions for the Grade 6 Reading sample items. “You will now read two related passages and answer the questions that follow. Some of these questions will ask you to compare the two passages.”

For this test you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

**Say:** If there are no other questions, turn to page 1 of your test booklet.

At the bottom of the page on the right-hand side are the words “Go On” with an arrow. When you finish with a page and see “Go On” at the bottom of the page, continue to the next page. When you see the word “STOP,” you may go back and review your responses. Once you have finished the test session, please close your booklet.

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

**Say:** There are two passages in this set of sample items. The first passage is “Ho, for Sacramento”; the second passage is “Sweet Betsy from Pike.” Read the passages now.

*Pause while the students read the passages. Altogether, the passages are three pages long, so students may need about 15 minutes to finish reading the passages.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**  
*This question has two parts. Be sure to answer both parts of the question.*

- 1. In Passage 1, how do the men start out on their trip?**
- A with anxiety about the unknown**
  - B with many positive thoughts**
  - C with worries about the length of the journey**
  - D with eagerness to see the wildlife**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **Read the next part of the question as I read it aloud.**

- Which choice provides the best evidence for the answer to the previous question?**
- A "Our two covered wagons were objects of much curious concern."**
  - B "They rolled out of town with two thousand miles of wilderness before them."**
  - C "Our enthusiasm was wrought up to the highest pitch."**
  - D "The cooing of prairie chickens filled the air like the roar of a distant waterfall."**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the first part of the question is "B," "with many positive thoughts." The correct answer for the second part of the question is "C," "Our enthusiasm was wrought up to the highest pitch." If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Reading sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Reading sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*



## ► Grade 6: Directions for Administering the Paper-Pencil Writing & Language Sample Items

*Test administrators must distribute copies of the Writing & Language Grade 6 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with a set of Writing & Language sample items. Listen as I read the directions for the Grade 6 Writing & Language sample items. "Read the passage. Then answer the questions that follow."**

**Today you will take a test in writing and language. For this test, you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the sample passage, "Origin of Duct Tape." Read the passage to yourself.**

*Pause while the students read the passage.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

**1. Which change makes the underlined portion of sentence 2 more precise?**

- A NO CHANGE**
- B which is a type of tape**
- C an earlier strong tape**
- D something really simple**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “C,” “an earlier strong tape.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Writing & Language sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Writing & Language sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 6: Directions for Administering the Paper-Pencil Mathematics Sample Items

Test administrators must distribute copies of the Mathematics Grade 6 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with some Mathematics sample items. The sample item set has six math questions for you to answer. Listen as I read the directions for the Grade 6 Mathematics sample items. "Read each question and choose the best answer."**

**For this test, you will answer selected-response and constructed-response questions. When a question has more than one part, each part will have a letter (such as a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

- 1. At a farm,  $\frac{3}{8}$  of the cows have spots. There are 72 cows with spots. What is the total number of cows at the farm?**
- A 27**
  - B 99**
  - C 192**
  - D 216**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is "C," "192." If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Mathematics sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Mathematics sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## Grade 7

### ► Grade 7: Directions for Administering the Paper-Pencil Reading Sample Items

*Test administrators must distribute copies of the Reading Grade 7 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with a set of Reading sample items. The sample item set has a reading passage and questions about what you read. Listen as I read the directions for the Grade 7 Reading sample items. "Read the passage. Then answer the questions that follow."**

**For this test, you will read the passage and then answer questions about the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the passage, "Should Pluto Be a Planet? New Finds Drive Debate." Read the passage to yourself.**

*Pause while the students read the passage. The passage is more than two pages long, so students may need about 15 minutes to finish reading the passage.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

**1. In paragraph 2, why does the author state, "A planet is a very personal thing"?**

- A to describe the current excitement about space exploration**
- B to indicate that people feel an emotional connection to the planets**
- C to motivate readers to pay more attention to news about space**
- D to suggest that the use of the term "planet" is really up to each person**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “B,” “to indicate that people feel an emotional connection to the planets.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Reading sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Reading sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 7: Directions for Administering the Paper-Pencil Writing & Language Sample Items

Test administrators must distribute copies of the Writing & Language Grade 7 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with a set of Writing & Language sample items. Listen as I read the directions for the Grade 7 Writing & Language sample items. "Read the passage. Then answer the questions that follow."**

**Today you will take a test in writing and language. For this test you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the sample passage, "So, Who Can Sew?" Read the passage to yourself.**

*Pause while the students read the passage.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

**1. How should the underlined word in sentence 2 be changed?**

*Spell out the words for choices B through D.*

Say: **A NO CHANGE**

**B domestic**

**C doamestic**

**D domestek**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “B,” “d-o-m-e-s-t-i-c.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Writing & Language sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Writing & Language sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*



## ► Grade 7: Directions for Administering the Paper-Pencil Mathematics Sample Items

Test administrators must distribute copies of the Mathematics Grade 7 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with some Mathematics sample items. The sample item set has six math questions for you to answer. Listen as I read the directions for the Grade 7 Mathematics sample items. "Read each question and choose the best answer."**

**For this test, you will answer selected-response and constructed-response questions. When a question has more than one part, each part will have a letter (such as a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

- 1. A store is having a going-out-of-business sale. Each item is on sale for half off  $m$ , the regular price.**

**Which pair of equivalent expressions represents the sale price for any one item?**

**A**  $0.5m$  and  $m - \frac{1}{2}$

**B**  $0.5m$  and  $m - \frac{1}{2}m$

**C**  $m - 0.5$  and  $m - \frac{1}{2}$

**D**  $m - 0.5$  and  $m - \frac{1}{2}m$

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “B,” “ $0.5m$  and  $m - \frac{1}{2}m$ .” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Mathematics sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Mathematics sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## Grade 8

### ► Grade 8: Directions for Administering the Paper-Pencil Reading Sample Items

*Test administrators must distribute copies of the Reading Grade 8 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with a set of Reading sample items. The sample item set has two reading passages and questions about what you read. Listen as I read the directions for the Grade 8 Reading sample items. "You will now read two related passages and answer the questions that follow. Some of these questions will ask you to compare the two passages."**

**For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **There are two passages in this item set. The first passage is "The Teapot"; the second passage is from *Call of the Wild*.**

*Pause while the students read the passages. Students may need about 10 minutes to finish reading the passages.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

- 1. In Passage 1, the teapot says, "I know, too, my imperfection, and I am well aware that in that very thing is seen my humility, my modesty."**

**What does this line reveal about the teapot?**

- A It seems to be flawed, but the others know it is not.**
- B Its flaws keep it from thinking it is better than the others.**
- C Its appearance is less flawed than the appearance of others.**
- D It thinks that admitting its flaws will make others think it is not proud.**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is “D,” “It thinks that admitting its flaws will make others think it is not proud.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Reading sample items.**

*Give students about 15–20 minutes to respond to the remaining questions.*

Say: **This completes the Reading sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 8: Directions for Administering the Paper-Pencil Writing & Language Sample Items

*Test administrators must distribute copies of the Writing & Language Grade 8 sample item booklet, scratch paper, and No. 2 pencils.*

Say: **Today, you will be working with a set of Writing & Language sample items. Listen as I read the directions for the Grade 8 Writing & Language sample items. "Read the passage. Then answer the questions that follow."**

**Today you will take a test in writing and language. For this test, you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet.**

**If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Look at the sample passage, "So, Who Can Sew?" Read the passage to yourself.**

*Pause while the students read the passage.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

*This question has two parts. Be sure to answer both parts of the question.*

- 1. In sentences 1–4, how does the writer introduce the main argument of the passage?**
- A by encouraging the reader to enroll in sewing classes**
  - B by presenting negative effects of not knowing how to sew**
  - C by explaining why children are no longer taught to sew**
  - D by offering an opposing viewpoint about learning how to sew**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **Read the next part of the question as I read it aloud.**

**Which choice provides the best evidence for the answer to the previous question?**

- A “skills children learn these days are not the skills their grandparents learned.”**
- B “learn the domestic art of sewing”**
- C “too few children are taught this an important skill”**
- D “pay someone else to fix their clothes, or they must replace worn clothing altogether”**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the first part of the question is “B,” “by presenting negative effects of not knowing how to sew.” The correct answer for the second part of the question is “D,” “pay someone else to fix their clothes, or they must replace worn clothing altogether.” If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students’ questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Writing & Language sample items.**

*Give students about 15–20 minutes to respond to the remaining questions, and then continue.*

Say: **This completes the Writing & Language sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*

## ► Grade 8: Directions for Administering the Paper-Pencil Mathematics Sample Items

Test administrators must distribute copies of the Mathematics Grade 8 sample item booklet, scratch paper, and No. 2 pencils.

Say: **Today, you will be working with some Mathematics sample items. The sample item set has six math questions for you to answer. Listen as I read the directions for Grade 8 Mathematics sample items. "Read each question and choose the best answer."**

**For this test, you will answer selected-response and constructed-response questions. When a question has more than one part, each part will have a letter (such as a, b, or c). In your answer, write a letter to show which part of your answer goes with each part of the question. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

**Are there any questions about the directions? Raise your hand.**

*Pause to answer any questions students ask.*

Say: **If there are no other questions, turn to page 1 of your test booklet.**

**At the bottom of the page on the right-hand side are the words "Go On" with an arrow. When you finish with a page and see "Go On" at the bottom of the page, continue to the next page. When you see the word "STOP," you may go back and review your responses. Once you have finished the test session, please close your booklet. If you have any questions, raise your hand.**

*Answer any questions the students ask.*

Say: **Now look at Question 1. Read the question to yourself as I read it aloud.**

- 1. A student collected 50 ants. The average mass of one ant was  $7.2 \times 10^{-2}$  grams. What was the total mass of the 50 ants?**
- A 0.36 g**
  - B 3.6 g**
  - C 36 g**
  - D 360 g**

Say: **Circle the correct answer.**

*Pause while students respond.*

Say: **The correct answer for the question is "B," "3.6 g." If you want to change your answer, erase your current response and circle the correct answer choice. Are there any questions?**

*Pause to answer students' questions.*

Say: **If there are no other questions, read question 2. When you finish question 2, you may continue to the end of the Mathematics sample items.**

*Give students about 15–20 minutes to respond to the remaining questions, and then continue.*

Say: **This completes the Mathematics sample items.**

**You may go back through the booklet to answer any questions you skipped, if you like. When you have answered all of the questions and are satisfied with your responses, close your sample item booklet and wait for others to finish.**

*At the end of the session, you may review all of the sample questions and talk about the correct answers, why they are the correct answers, and why the other answers are incorrect. A separate scoring guide is provided. Once the session is complete, collect all the assessment materials, including scratch paper and No. 2 pencils.*







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