



Grade 6 Reading Item Map: A Resource to Understanding Student Scores

Virginia students participate in grades 3-8 Virginia Growth Assessments and Standards of Learning tests in reading and mathematics. This item map is a resource that provides descriptions and examples of items students were likely to answer correctly based on the vertical scaled score they achieved on their test. A vertical scaled score is a score that allows comparisons between Virginia Growth Assessments and Standards of Learning tests.

The item map shown in the tables below provides examples of test question descriptions at different score points from 1050-1980, the vertical scaled score range for Grade 6 Reading. These examples represent what students may see on the state assessments in Grade 6 Reading.

The descriptions are examples of what students may know or be able to do at each score point. Some descriptions include a released test question and answer options to further show what the student would *most likely answer correctly* if they achieved at or above that score point. This information, along with a student's test results, may be used to plan conversations with families, determine intervention strategies to strengthen student understanding, or establish a plan to accelerate learning.

Match the student's score to the closest number in the left column. In the right column is a description of an item the student would *most likely answer correctly*, based on their score. The student would also most likely correctly answer questions at all score points below the score they achieved.

Students who scored in the range 1663 – 1980 are well prepared for learning new grade-level content.

Score	Description of Test Item
1843	Complete a summary by selecting two supporting details. (Nonfiction)
1782	Complete a chart that compares ideas within and between texts. (Nonfiction)
1752	Determine whether statements from a nonfiction text are fact or opinion. (Nonfiction)
1722	Choose three details that show how a character will resolve a conflict. (Fiction)



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1675	Summarize information. (Nonfiction) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Based on the article, when should people complete a difficult task?</p> <p><input type="radio"/> A. Right after waking up</p> <p><input type="radio"/> B. Around noon</p> <p><input type="radio"/> C. Late in the afternoon</p> <p><input type="radio"/> D. Before bedtime</p> </div>
1663	Compare and contrast a character’s experience in a fiction text with facts from a nonfiction text. (Fiction)

Students who scored in the range 1522 – 1662 are at risk for needing additional support with learning grade-level content.

Score	Description of Test Item
1660	Given a story, select a detail that shows how a character is developed. (Fiction)
1639	Identify cause-and-effect relationships. (Nonfiction)
1594	Put four sentences in order to create the best summary of a report. (Nonfiction)

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<p>1586</p>	<p>Summarize information. (Nonfiction)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Directions: Select the correct answers.</p> <p>Choose the two sentences that provide the best summary of the article.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Bees and flowers have similar circadian rhythms.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Circadian rhythms help living things function and stay healthy.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Scientists study the effects of circadian rhythms on living things.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Living things have periods of rest and activity based on a circadian rhythm.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>The human brain releases melatonin to set a circadian rhythm.</p> </div> </div>
<p>1571</p>	<p>Skim text to determine which paragraph of information is best supported by a graphic. (Nonfiction)</p>
<p>1523</p>	<p>Determine the purpose of figurative language. (Fiction)</p>

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Students who scored in the range 1050 – 1521 need additional support with prior knowledge and foundational skills while learning grade-level content.

Score	Description of Test Item
1515	Draw conclusions or make inferences. (Fiction) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>After reading paragraph 18, the reader may conclude that Sydney —</p> <ul style="list-style-type: none"> <input type="radio"/> A. can play more instruments than Jada <input type="radio"/> B. excels in many extracurricular activities <input type="radio"/> C. likes to receive attention from others <input type="radio"/> D. can play the saxophone better than Jada </div>
1456	Use text features to categorize information. (Nonfiction) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Which graphic would best support the information in the article?</p> <ul style="list-style-type: none"> <input type="radio"/> A. A chart comparing the common patterns of bees and flowers <input type="radio"/> B. A graph showing the typical circadian rhythm pattern of humans <input type="radio"/> C. A chart displaying the rhythm of water consumption of bees <input type="radio"/> D. A graph detailing the daily increase of melatonin in the brain </div>
1443	Identify the meaning of a word when given the meaning of its root. (Fiction)
1406	Make an inference based on information provided in the text. (Nonfiction)
1321	Select the main idea. (Nonfiction)
1208	Describe how the author’s use of imagery or word choice impacts the text. (Fiction)