# 2017 Grade 6 Braille Ohio’s State Practice Test Key

## Grade 6 English Language Arts

| **Item Number** | **Correct Answer** |
| --- | --- |
| **Part 1**  1 | Full 2 point credit: part A: D AND part B: B or C  Partial 1 point credit: part A AND part B: any response other than B or C. |
| 2 | D AND E |
| 3 | A |
| 4 | D |
| 5 | C |
| 6 | A |
| 7 | Full 2 point credit: part A: C AND part B: A  Partial 1 point credit: part A: C and part B: any response other than A |
| **Part 2**  1 | C |
| 2 | Full 2 point credit: part A: C AND part B: B  Partial 1 point credit: part A: C and part B: any response other than B |
| 3 | D |
| 4 | “Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians.” OR “It was also their chance to see a famous composer.” |
| 5 | Full 2 point credit: part A: D AND part B: D  Partial 1 point credit: part A: D and part B: any response other than D |
| 6 | B |
| 7 | D |
| 8 | B |
| 9 | B (“Both” selected for “The passage discusses how the Sousa Band was formed.”); AND  F ( “Passage 2” selected for “The passage includes Sousa’s own thoughts about his career.”); AND  G ( “Passage 1” selected for “The passage explains how Sousa was able to get good musicians to join his band.”) |
| 10 | Full 10 point response includes: clearly stated and strongly maintained controlling idea; skillful use of transitions showing relationships between ideas; logical progression of ideas from beginning to end including a satisfying introduction and conclusion; provides thorough and convincing support/evidence for the controlling idea that includes the effective use of sources, facts, and details; includes relevant evidence integrated smoothly and thoroughly with references to sources; use of a variety of techniques including but not limited to definitions, quotations, and examples to show an understanding of topic and text; clear, effective expression of ideas using vocabulary specific to the topic and audience and varied sentence structure; demonstrates adequate command of basic Standard English conventions including punctuation, capitalization, sentence formation, and spelling. |

## Grade 6 Mathematics

| **Item Number** | **Correct Answer** |
| --- | --- |
| **Part 1**  1 | Omitted on paper/pencil tests |
| 2 | Omitted on paper/pencil tests |
| 3 | Full 2 point credit: The focus of the item is for the student to demonstrate an understanding of operations using visual fraction models. The response explains how the model is used, and determines the quotient to be 2 or an equivalent value such as .  Partial 1 point credit: The response provides evidence of a partially correct answer and/or solution process. The response shows understanding of some key elements of the task but contains gaps or flaws or a minor calculation error. |
| 4 | A AND D AND E |
| 5 | 7 or any equivalent value such as 7.0 |
| 6 | Omitted on paper/pencil tests |
| 7 | B AND C AND E |
| 8 | Omitted on paper/pencil tests |
| 9 | Omitted on paper/pencil tests |
| 10 | B (“30 + 27” selected for “3(10 +9)”); AND  E ( “30 + 24” selected for “6(5 + 4)”); AND  L ( “42 + 36” selected for “6(7 + 6)”) |
| **Part 2**  1 | 376 or any equivalent value such as 376.0 |
| 2 | Omitted on paper/pencil tests |
| 3 | Omitted on paper/pencil tests |
| 4 | 50 or any equivalent value such as |
| 5 | 576 or any equivalent value |
| 6 | A |
| 7 | Omitted on paper/pencil tests |
| 8 | $0.75 or any equivalent value such as $ |
| 9 | C |
| 10 | 5 or any equivalent value such as |
| 11 | 10.44 or any equivalent value |
| 12 | A (“Factor”) and B“(Sum” selected for “(a + b)”); AND  D (“Factor” selected for “1 2 ”); AND  I (“Term” selected for “c”) |
| 13 | Omitted on paper/pencil tests |
| 14 | Omitted on paper/pencil tests |
| 15 | Any value between $113.63 and $113.64 such as $113.63 |
| 16 | Omitted on paper/pencil tests |
| 17 | Omitted on paper/pencil tests |

## Grade 6 Social Studies

| **Item Number** | **Correct Answer** |
| --- | --- |
| **Part 1**  1 | Omitted on paper/pencil tests |
| 2 | Omitted on paper/pencil tests |
| 3 | Full 4 point credit: The response includes four ways that ancient Egypt benefited from the Nile River such as: “they would use the river for their crops by the irrigation system”; “it was good for transporting goods that were traded between countries”; “it was good for fishing for their food”; “the Nile would keep out intruders”.  3 points The response includes three ways that ancient Egypt benefited from the Nile River.  2 points The response includes two ways that ancient Egypt benefited from the Nile River.  1 point The response includes one way that ancient Egypt benefited from the Nile River |
| 4 | B |
| **Part 2**  1 | B |
| 2 | C |
| 3 | D |
| 4 | B |
| 5 | C |
| 6 | Omitted on paper/pencil tests |
| 7 | [Scoring rubric not provided] |
| 8 | Omitted on paper/pencil tests |
| 9 | Omitted on paper/pencil tests |
| 10 | B (“How to Produce?” selected for “A magazine listing the prices of new bakery ovens”) AND  C (“What to Produce?” selected for “A survey showing which baked goods are most popular”) AND  F (“How to Produce?” selected for “An advertisement showing spaces...”) |
| 11 | B |
| 12 | A |
| 13 | D |
| 14 | C AND D |
| 15 | B |
| 16 | Part A: C AND Part B: A |
| 17 | Omitted on paper/pencil tests |