

Tucson Unified School District

Instructions: It is time to begin. The scores of this test will help teachers plan lessons. Carefully, read each item in the test booklet. Pick the best answer: A, B, C, or D. Use a pencil. Mark your answer on the ANSWER SHEET. Fill in the bracket of your answer choice. Make sure the bracket is completely colored. Erase any extra pencil lines or changed answers. You may write on the test booklet unless your teacher gave you scratch paper. Review and check your answers after you have finished the test.



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2010-11 TUSD Comp. Reading 06 Gr. Pretest

"The Spider Gets Fire" (a Cherokee folktale)

Many, many years ago, the earth was still cold and dark. Animals, birds and insects all got together and decided they needed fire to stay warm.

At this time, there was a race of giants who had fire and were called "The Fire People." The animals decided to get some fire. Bear went first since he was the strongest. Soon, though, he came back and told the other animals that he had indeed tried his best, but that he had been unable to get any fire. The Fire People were stronger than he.

Next went Rabbit, because he was the fastest. Soon, though, he came back and told the other animals that he had indeed tried his best, but that he had been unable to get any fire. The Fire People were faster than he.

Next went Bird because he could fly the highest. Soon, though, he came back and told the other animals that he had indeed tried his best, but that he had been unable to get any fire. The Fire People could jump higher than he.

Just then, the animals heard a tiny voice. "Let me try," said the Spider. They laughed and said, "You're too small." "Let me try," she said again. She added, "I have an idea about how to outsmart the Fire People." Finally they agreed to let her try. Spider fashioned a small clay pot with a lid on it and put it on her back. Then she started toward the Fire People's home.

When Spider reached the Fire People's home, her small size allowed her to sneak over to the fire and put a small ember into the clay pot. Immediately the Fire People knew that the small ember was missing. They ran towards Spider, who ran to the water's edge. Spider slipped into the water, so the Fire People figured that the fire she had stolen had been put out. What they didn't know was that the ember had baked the clay pot, so it was now waterproof. When the Fire People left, Spider came out of the water and brought fire to the rest of the world.

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2010-11 TUSD Comp. Reading 06 Gr. Pretest

1) from "The Spider Gets Fire"

Read the sentence.

"At this time, there was a race of giants who had fire and were called 'The Fire People.'"

Use context clues to determine the meaning of the word "race" as it is used in this sentence.

- A) a group of people classified together because of a common nationality or history
 - B) a competition held at a specified time on a regulated course, such as a track or pool
 - C) an artificial channel built to transport water and use its energy
 - D) to work as quickly as possible toward a stated, planned goal
-

2) from "The Spider Gets Fire"

Read the sentences.

"Just then, the animals heard a tiny voice, 'Let me try,' said the Spider. They laughed and said, 'You're too small.' 'Let me try,' she said again. She added, 'I have an idea on how to outsmart the Fire People.' Finally they agreed to let her try."

What was the storyteller trying to emphasize with his word choice?

- A) that Spider was not smart and the other animals did not like her very much
 - B) that Spider was wise and the other animals respected her ideas
 - C) that Spider was small and the other animals thought she could not help
 - D) that Spider was strong and the other animals were afraid of her bite
-

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3) from "The Spider Gets Fire"

Where did Spider put the fire in order to protect it after she stole it from the Fire People?

- A) in her web
 - B) in the water
 - C) in her mouth
 - ✓ D) in a clay pot
-

4) from "The Spider Gets Fire"

Why is it important that this story happens "Many, many years ago..." when "...the earth was still cold and dark"?

- A) The spider is able to sneak up on the Fire People because it is cold and dark.
 - ✓ B) The animals need to get fire because it is cold and dark.
 - C) The animals fight over who gets to have the fire because it is cold and dark.
 - D) The Fire People don't miss the ember because it is cold and dark.
-

5) from "The Spider Gets Fire"

What situation prevents Bear from getting any fire from "The Fire People"?

- ✓ A) The Fire People were stronger than Bear.
 - B) The Fire People could swim faster than Bear.
 - C) The Fire People were faster than Bear.
 - D) The Fire People could jump higher than Bear.
-

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6) from "The Spider Gets Fire"

What is a theme of this story?

- A) The spider brings fire to the rest of the animals.
 - B) If you can swim, you can solve the problem.
 - ✓ C) Help can be found in unexpected places.
 - D) Fire People do not like to share their gifts.
-

S1C6PO1

7) In the library, you find a poem with this picture. Based on the picture, what is the most likely setting of the poem?



- A) a city
 - B) a school
 - ✓ C) a forest
 - D) a lake
-

2010-11 TUSD Comp. Reading 06 Gr. Pretest

"Snow White and Rose Red"
by Jacob and Wilhelm Grimm
(adapted)

There was once a widow who lived in a cottage. In front of the cottage was a garden and in the garden stood two rosebushes. One bore white and the other red roses. She had two children who were like the rosebushes. One was called Snow White and the other Rose Red. They were good, happy, busy, and cheerful, only Snow White was more quiet and gentle than Rose Red.

The sisters often ran about the forest. The rabbit would eat leaves out of their hands, and the deer would graze beside them in the fields. If they stayed late in the forest, they would simply make a bed in the sweet moss and sleep until morning came. No trouble ever befell them. Their mother knew this and never worried about them.

During the long, cold winter, the sisters sat by the fire and listened to their mother read stories aloud. One evening, as they were sitting comfortably together, someone knocked at the door. The mother said, "Quick, Rose Red, open the door, it must be a traveler who is seeking shelter." Rose Red pushed back the bolt. But instead of a man, it was a bear that stretched his broad, black head into the cottage.

Snow White and Rose Red were terrified, but the bear said in a friendly voice, "Do not be frightened. I am half-frozen, and only want to warm myself by your fire."

"Poor bear," said the mother, "lie down by the fire, but take care that you do not burn your coat." The bear said, "Here, children, knock the snow off my coat." So they brought the broom and swept the bear's hide clean; and he stretched himself by the fire and growled contentedly and comfortably. It was not long before they grew quite at home, and played tricks with their clumsy guest. They tugged his hair with their hands, put their feet upon his back and rolled him about, and when he growled they laughed.

When it was bedtime, the mother said to the bear, "You can lie there by the hearth, and then you will be safe from the cold and the bad weather." As soon as day dawned the girls let him out, and he trotted across the snow into the forest.

Every night, all winter, the bear returned to the cottage at the same time. He laid down by the fire and played with the girls as much as they liked. When they were too rough, the bear would say,

*Do not hurt me,
Snow White and Rose Red
Or your true husbands
You'll never wed.*

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The girls would laugh, for they didn't understand what he meant.

When spring had come and all outside was green, the bear said, "Now I must go away, and cannot come back for the whole summer." "Where are you going, then, dear bear?" asked Snow White. "I must go into the forest and guard my treasures from the wicked gnomes," said the bear. Snow White unbolted the door for him. As the bear was hurrying out, he caught against the bolt and a piece of his hairy coat was torn off. Snow White thought she saw gold shining through it, but she was not sure. The bear ran away quickly, and was soon out of sight behind the trees.

Throughout the summer, the girls saw gnomes flitting through the forest. One day, as autumn was approaching, Snow White and Rose Red were returning home, when they came upon a gnome. He sat with his treasures spread all around him. The evening sun shone brilliantly upon gold and pearls and emeralds and rubies. They glittered and sparkled like fire. All of a sudden, a great bear came out of the trees. The gnome jumped up in fright, torn between saving his life and saving his treasure. Just as the bear stepped on the treasure, the gnome squeaked in rage and ran off through the forest.

Snow White and Rose Red hid behind a rock, terrified, until they recognized their friend the bear. Just as they rushed forward to hug him, the rough brown bear coat fell away, and there stood a handsome prince, dressed all in gold. "That wicked gnome stole all my treasures and turned me into a bear," said the prince. "For years I've tried to regain my treasure and break the spell. Only you have been my friends. Now at last I am free."

In time, Snow White married the Golden Prince, and Rose Red married his brother, the Silver Prince. The widow came to live with her daughters, and she brought the two rosebushes with her. Perhaps they are still growing in the castle garden, the white rose and the red.

Grimm, Jacob and Wilhelm Grimm. Grimm's Fairy Tales. Norwood, MA: Maynard, Merrill, and Co., 1903.

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8) from "Snow White and Rose Red"

Read this excerpt.

"As the bear was hurrying out, he caught against the bolt and a piece of his hairy coat was torn off. Snow White thought she saw gold shining through it, but she was not sure."

Based on the author's word choice, which word best describes the mood of this excerpt?

- A) fearful
 - ✓ B) mysterious
 - C) bored
 - D) unhappy
-

9) from "Snow White and Rose Red"

Read these sentences.

"As the bear was hurrying out, he caught against the bolt and a piece of his hairy coat was torn off. Snow White thought she saw gold shining through it, but she was not sure."

What conclusion can be drawn from these sentences?

- A) The bear was seriously injured by the bolt.
 - B) The bear was dangerous, not friendly.
 - ✓ C) There was something magical about the bear.
 - D) There was something dangerous about the bear.
-

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10) from "Snow White and Rose Red"

Read this sentence.

"They glittered and sparkled like fire."

What does the author mean by this simile?

- A) The jewels shone with a beautiful, flashing light.
 - B) The jewels were very hot and burned their hands.
 - C) The jewels were very dull and colorless.
 - D) The jewels shone with a soft, cloudy glow.
-

11) from "Snow White and Rose Red"

Which event is part of the rising action of the story?

- A) Snow White married the Golden Prince and Rose Red married the Silver Prince.
 - B) The widow lived with her daughters in the castle and brought her roses with her.
 - C) The prince claimed his treasure from the gnome and broke the spell.
 - D) The bear became friends with the girls and stayed in their cottage all winter.
-

12) from "Snow White and Rose Red"

What is the main conflict of this story?

- A) Snow White and Rose Red argued over who would marry the prince.
 - B) The gnome had stolen the prince's treasure and cast a spell on him.
 - C) The bear was jealous of Snow White and Rose Red.
 - D) The widow feared that the bear would hurt her daughters.
-

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13) from "Snow White and Rose Red"

What is one of the themes of this story?

- A) Love is not important.
 - B) Clever people don't have to work very hard.
 - C) Nature can be scary.
 - D) Sometimes things are not what they seem.
-

14) from "Snow White and Rose Red"

Why did the gnome run away from the bear?

- A) He wanted to help the bear.
 - B) He was afraid for his life.
 - C) He was trying to save the girls.
 - D) He wanted to hide the treasure.
-

15) from "Snow White and Rose Red"

Why did the mother let the bear into the house?

- A) She was afraid that he would attack them.
 - B) She had always liked animals, especially bears.
 - C) She felt sorry for him because he was cold.
 - D) She knew that he was a prince in disguise.
-

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16) from "Snow White and Rose Red"

What question should you ask to learn more about the story's authors?

- A) From which country were the authors?
 - B) How old were Snow White and Rose Red?
 - C) Why did Snow White and Rose Red live near a forest?
 - D) Which brother was older?
-

17) Read the sentence.

Lee used his pencils and crayons to render a very lifelike picture of his teacher.

Use context clues to determine the meaning of the word "render" as it is used in this sentence.

- A) sing
 - B) move
 - C) tear
 - D) draw
-

2010-11 TUSD Comp. Reading 06 Gr. Pretest

"There Was an Old Man With a Beard"
by Edward Lear

There was an old man with a beard,
Who said, "It is just as I feared!—
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

18) from "There Was an Old Man With a Beard"

Which of these lines has the same rhythm as the first line of the poem?

- A) "There once was a cat in a hat."
 - B) "There was a man over there."
 - C) "There is a bird flying high above."
 - D) "There can be two cars in the garage."
-

19) from "There Was an Old Man With a Beard"

Which word is repeated in the poem?

- A) feared
 - B) beard
 - C) man
 - D) nests
-

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20) from "There Was an Old Man With a Beard"

What is the rhyme scheme of this poem?

- A) abcab
 - ✓ B) aabba
 - C) ababa
 - D) aabcb
-

21) You are a worker at Deli Delights. A customer uses this coupon to order lunch. What do you need to put into the customer's bag?



- A) an extra coupon that expires 12/31/04
 - ✓ B) 2 sandwiches, 2 deli salads, 2 bags of potato chips, and 2 medium drinks
 - C) 2 sandwiches, 1 deli salad, 1 bag of potato chips, and 2 large drinks
 - D) 1 sandwich, 2 deli salads, 1 bag of potato of chips, and an extra large drink
-

2010-11 TUSD Comp. Reading 06 Gr. Pretest

"The World of Spiders" by Anthony Arizona

All around us lives a very interesting creature - the spider. Many people do not know much about them. For this reason they fear spiders. If they knew more about spiders, though, people would not be afraid of them.

First of all, spiders are not insects. Insects like ants and beetles have three body parts and six legs. Spiders have eight legs and two body parts. Most insects have wings while spiders do not.

Spiders come in different shapes and sizes, but they all have some things that are alike. Besides eight legs and two body parts, most spiders also have eight eyes. A hard shell covers the outside of its body. Spiders shed or molt their skin as they grow. Each spider has claw-like jaws that are hollow, also known as fangs. These fangs do contain venom, but the venom of most spiders is not dangerous to people.

All spiders hatch from eggs. Young spiders resemble adults except they are smaller. The young have a special way of traveling called ballooning. They float through the air on a strand of web.

Spiders catch and eat other animals. They mainly eat insects, though a few spiders are large enough to eat small birds and mammals. Some spiders catch their food in a web. They weave their web with a material called silk. The spider makes its own silk. It is a thick liquid that hardens as soon as it leaves the spider's body. Other spiders are called wanderers. These spiders do not use a web, but hunt for their food. Both spiders that use a web and those that hunt help keep the population of insects down.

Next time you see a spider, do not be afraid. They are interesting creatures that are an important part of the world we live in.

To learn more about spiders, read these books:

Legs, D. Long. [Life as a Spider](#)

Loveloss, Athena. [Black Widows and other Poisonous Spiders](#)

Scary, Harry. [Spiders All Around Us](#)

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22) from "The World of Spiders"

"Spiders come in different shapes and sizes, but they all have some things that are alike. Besides eight legs and two body parts, most spiders also have eight eyes. A hard shell covers the outside of its body. Spiders shed or molt their skin as they grow. Each spider has claw-like jaws that are hollow, also known as fangs. These fangs do contain venom, but the venom of most spiders is not dangerous to people."

What are spiders being compared to in this paragraph?

- A) all insects
 - B) small birds
 - ✓ C) other spiders
 - D) larger insects
-

23) from "The World of Spiders"

From which sentence can you draw the conclusion that spiders are not as dangerous as people fear?

- ✓ A) "These fangs do contain venom, but the venom of most spiders is not dangerous to people."
 - B) "If they knew more about spiders, though, people would not be afraid of them."
 - C) "Each spider has claw-like jaws that are hollow, also known as fangs."
 - D) "They are interesting creatures that are an important part of the world we live in."
-

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24) from "The World of Spiders"

What is the topic sentence of the third paragraph?

- A) "Spiders come in different shapes and sizes, but they all have some things that are alike."
 - B) "Besides eight legs and two body parts, most spiders also have eight eyes."
 - C) "All around us lives a very interesting creature—the spider."
 - D) "These fangs do contain venom, but the venom of most spiders is not dangerous to people."
-

25) from "The World of Spiders"

What is the author's main purpose for writing this text?

- A) to teach people about insects
 - B) to teach people about spiders
 - C) to teach people about how spider silk is made
 - D) to teach people about the dangers of spiders
-

26) from "The World of Spiders"

You need to add a fact to this text. Which of these sentences is a fact?

- A) Watching young spiders "balloon" is truly amazing.
 - B) The largest spider in the world is twelve inches across.
 - C) The spider's body looks very soft and beautiful.
 - D) The spider's fangs look very vicious and scary.
-

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27) from "The World of Spiders"

Which of these sentences from the text is a fact?

- A) "Next time you see a spider, do not be afraid."
 - B) "[Spiders] are interesting creatures."
 - C) "Many people do not know much about them."
 - ✓ D) "...the venom of most spiders is not dangerous..."
-

28) from "The World of Spiders"

According to the text, when does the spider's thick liquid silk harden?

- ✓ A) The silk hardens as soon as it leaves the spider's body.
 - B) The silk hardens when an insect gets caught in the web.
 - C) The silk hardens when it is used to "balloon."
 - D) The silk hardens when the spider chews it.
-

29) from "The World of Spiders"

What would happen if we didn't have spiders?

- A) People would be much safer.
 - B) There would be fewer insects.
 - ✓ C) There would be more insects.
 - D) People would be in danger.
-

2010-11 TUSD Comp. Reading 06 Gr. Pretest

"Oven-roasted Potatoes"

Ingredients

2 pounds potatoes, scrubbed
1 medium onion, minced
3 tablespoons rosemary
3 cloves garlic, minced
¼ cup olive oil

Directions

Preheat the oven to 350 degrees.
Peel the potatoes if you wish, and slice into chunks.
Place all ingredients in a 9 by 9 inch baking pan, and toss together.
Cover baking dish with aluminum foil.
Bake for 30 minutes.

30) from "Oven-roasted Potatoes"

How should the garlic be prepared?

- A) The garlic needs to be minced.
 - B) The garlic needs to be washed.
 - C) The garlic needs to be scrubbed.
 - D) The garlic needs to be sliced.
-

31) from "Oven-roasted Potatoes"

Which of the following steps should be done first?

- A) Bake for 30 minutes.
 - B) Cover the baking dish.
 - C) Preheat the oven.
 - D) Peel the potatoes.
-

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32) from "Oven-roasted Potatoes"

How much rosemary is needed to make oven-roasted potatoes?

- A) 3 cups
 - B) 3 cloves
 - C) 3 teaspoons
 - ✓ D) 3 tablespoons
-

33) from "Oven-roasted Potatoes"

Which of these steps isn't necessary when making oven-roasted potatoes?

- A) covering the dish with foil
 - B) preheating the oven
 - C) slicing the potatoes
 - ✓ D) peeling the potatoes
-

34) Read the sentence.

The dance hall glittered with lights.

Based on the author's word choice, which word best describes the mood of this sentence?

- ✓ A) festive
 - B) comfortable
 - C) bored
 - D) uncertain
-

2010-11 TUSD Comp. Reading 06 Gr. Pretest

"Field Trips"

Principal Smith
McGee Middle School
1001 E. 5th St.
Tucson, AZ 80011

Dear Principal Smith:

As president of the 6th grade class, I am writing in reaction to the recent decision to ban field trips for all grades. I have spoken with several members of my class, and we all agree that banning field trips is not a good idea. I hope that you will take into consideration what we have to say.

For as long as I have been a student, I have enjoyed taking field trips once or twice a year. Field trips promote "hands-on" learning. For example, last year my science class went to the local zoo. We had just completed some lessons on animals from around the world. While we were at the zoo, we had the chance to view some of these animals and learn more about them. We were able to see bears, camels, giraffes, and zebras. This helped me have a greater understanding of different animals and their habitats. If I had not had that chance, I don't think I would be as interested in learning about animals as I am today.

Another reason why banning field trips is a bad idea is because field trips give students a chance to do something outside. Some field trips involve something small, like taking a trip to a park. This is very enjoyable to all who participate. It gives students a chance to get some fresh air, relax, and enjoy themselves. For all the hard work that we put into school, I think that taking a break every once in a while is a great thing.

I know that one of the reasons why field trips are not being allowed in the future is because of cost. I'm sure it is expensive to pay for transportation and the cost of activities. What if students held a fundraiser each year? We could sell candy bars or have a car wash. The money that we make from the fundraiser could help pay for the trips.

Before you make a final decision, please reconsider. Field trips give students a chance to learn something new and a break from sitting at a desk all day. I think if the school tried my solution, we would be able to continue going on field trips.

Sincerely,

Matt Richart
6th grade class president

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35) from "Field Trips"

Which of the following sentences supports the author's claim that banning field trips is not a good idea?

- A) "Field trips give students a chance to learn something new and to give them a break from sitting at a desk all day."
 - B) "The money that we make from the fundraiser could help pay for the trips."
 - C) "As president of the 6th grade class, I am writing in reaction to the recent decision to ban field trips for all grades."
 - D) "I'm sure it is expensive to pay for transportation and the cost of activities."
-

36) from "Field Trips"

What is the author's main purpose for writing the second paragraph?

- A) to explain why field trips are an important part of the educational experience
 - B) to show why viewing animals is more important than reading about them
 - C) to persuade the principal to take another field trip to the zoo
 - D) to give an example of how field trips give students a break from being in school
-

37) from "Field Trips"

Which of the following facts supports the author's claim that field trips promote "hands-on" learning?

- A) The author's class went to the zoo last year.
 - B) The author's class saw many animals at the zoo.
 - C) The author is more interested in animals since the class went to the zoo.
 - D) The author had completed lessons about zoo animals from around the world.
-

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38) from "Field Trips"

Why does the author mention the class trip to the zoo?

- A) to give the reader a concrete example of the benefits of field trips
 - B) to explain to the reader what his class is studying in science
 - C) to educate the reader about different animals' habitats
 - D) to embarrass the reader into taking all classes to the zoo
-

39) from "Field Trips"

Why does the author mention holding fundraisers?

- A) to show the reader why field trips are important
 - B) to offer a solution to a potential problem
 - C) to convince the reader to buy candy
 - D) to embarrass the reader into giving money for field trips
-

G06S3C1PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-Rom, website) for a specific purpose.

40) If you wanted to learn more about spiders, which would be your best resource?

- A) a CD-ROM about small living creatures
 - B) a website about animals that fly
 - C) an article about reptiles and birds
 - D) a magazine on large living creatures
-

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41) If you wanted to learn more about flood control, which would be your best resource?

- A) an article titled "The Cost of Government Aid in Floods"
 - B) a pamphlet titled "Ways You Can Safely Enjoy a Flood"
 - C) a pamphlet titled "Flood Insurance and Assistance"
 - ✓ D) an article titled "Modern Flood Engineering and Strategies"
-

42) Use your knowledge of roots and affixes to determine the best meaning for "unattractive."

- A) very attractive
 - B) always attractive
 - ✓ C) not attractive
 - D) will be attractive
-

43) You have checked out a book from the library with the title Bulldogging, Lassos, and Broncs. Based on the title, what is the book most likely about?

- ✓ A) cowboy rodeos
 - B) television shows
 - C) race car drivers
 - D) forest animals
-

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44) Which words would most likely be bolded in an expository text?

- A) important ideas
 - B) words in foreign languages
 - C) restated or familiar ideas
 - D) the author's name
-

45) Use your knowledge of prefixes, suffixes, and roots to determine the best meaning for "precautions."

- A) food supplies
 - B) actions taken before danger
 - C) defensive types of weapons
 - D) friends made before school
-

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Instructions for Student-Read Offline Assessments

Teacher Instructions:

This test packet includes:

- 1) test booklets
- 2) student answer sheets containing student and test identification information

As soon as you receive your test materials, confirm that you have enough testing materials for each student in your class.

You may provide students with scratch paper or students may write in the test booklet.

Allow a few minutes at the beginning of the testing period to review the assessment instructions with students. Students should work through the test items in the test booklet, marking their responses on the answer sheet provided to them. You may answer student questions about the test instructions. Do not answer questions related to the content of the test itself. This includes translating, rephrasing, or adding information to the test question, answers, or related content.

Once the assessment period is over, collect the students' test booklets and answer sheets. Provide to assigned district staff the answer sheets for scanning and the test booklets for proper disposal.