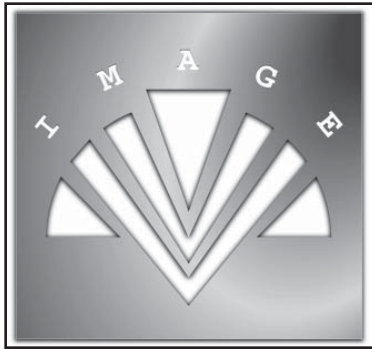


# 2007 IMAGE Sample Book



**GRADE**

**5**

**Sample Items for Reading**

ILLINOIS STATE BOARD OF EDUCATION

## **Introduction**

This sample book contains sample IMAGE items classified with an assessment objective from the *Illinois Assessment Frameworks*. These samples are meant to give educators and students a general sense of how items are formatted for IMAGE. All 2007 IMAGE test booklets will be printed in color. This sample book does not cover the entire content of what may be assessed. Please refer to the *Illinois Assessment Frameworks* for complete descriptions of the content to be assessed at each grade level and subject area. *The Illinois Assessment Frameworks* are available online at:

[www.isbe.net/assessment/IAFindex.htm](http://www.isbe.net/assessment/IAFindex.htm).

The Student Assessment website contains additional information about state testing ([www.isbe.net/assessment](http://www.isbe.net/assessment)).

“Einstein and Cousteau” by Allan Fallow and Lynda DeWitt, drawings by Bryn Barnard, originally appeared in the When I Was a Kid feature of *National Geographic World* issues of August 1997 and April 1998. Copyrights © 1997 and 1998 by National Geographic Society. All used by permission of National Geographic Image Collection. Photograph of Dr. Einstein provided by Austrian Archives/CORBIS, photograph of Mr. Cousteau provided by CORBIS, both used by permission, all rights reserved. “Aqua-Lung” is a registered trademark of U.S. Divers Co., Inc.

## Structure of Grade 5 IMAGE Reading Assessment

In 2007, the IMAGE Reading test for grades 3 – 8 will consist of 44 multiple-choice items. The items were written and reviewed by Illinois educators and pilot-tested with Illinois students.

### Item Format

All items are aligned to the *Illinois Reading Framework*, which defines the elements of the *Illinois Learning Standards* that are suitable for state testing. Multiple-choice items require students to read and reflect, and then select the alternative or alternatives that best express what they believe the answer to be. A carefully constructed multiple-choice item can assess any level of complexity, from simple procedures to sophisticated concepts.

### Reading Sessions

Reading session one at grades 3 through 8 and both reading sessions at grade 11 will be 50 minutes long. Reading session two at grades 3 through 8 are a minimum of 45 minutes long. Any student who is still actively engaged in testing when 45 minutes have elapsed will be allowed up to an additional 10 minutes to complete that test session. This policy does not affect students who already receive extended time as determined by their IEP. Students who will likely not complete the test within these parameters may be tested separately for an adequate time period determined by the school. Such extended time sessions must be planned in advance and must conclude without breaks or interruptions other than what is specified in the IMAGE Reading Test Administration Manual.

### Passage Selection

The first session of the IMAGE Reading assessment for grades 3 – 8 and both sessions of the grade 11 assessment are commissioned passages written specifically for the IMAGE test. Passages in the second session of the test at grades 3 – 8 are selected from published works of literature or literary nonfiction. The selection of passages takes into account the appropriateness of the material for the age of the students, as well as for the assessment context. Permissioned passages include works by both classic and contemporary writers with attention given to the selection of passages that address a range of cultures. Additionally, the test may include labeled pictures, charts, letters, reports, and other types of written communication that require students to apply various reading strategies to determine the correct response.

### Test Summaries

IMAGE Reading — Grade 5				
	Time Limit	Content	Number & Type of Items	Correct Answers per Item
Session 1	50 minutes	3 passages & 1 graphic	24 multiple-choice	1 - 3
Session 2	At least 45 minutes	2 longer passages	20 multiple-choice	1

**This passage is about Mikel and Anya and a soccer game that they played.**

## The Soccer Game



Anya and Mikel like to play soccer, and today is a practice day. Every Tuesday Mikel and Anya practice after school. They walk from their school to the park, where they learn about the rules of soccer and how to play better.

“Are you two ready to play today?” asked Mr. Husef, their coach. “You know we have a big soccer game this Saturday.”

“Yes, Coach,” Mikel said. “We are going to work hard so we will be ready to play.”

“That’s great, Mikel,” said Mr. Husef.

Mr. Husef had a whistle hanging around his neck. He blew the whistle, and the other children who were practicing ran to him.

“Saturday we play our first game against another team,” Mr. Husef said. “We need to work hard today so we will be ready. Remember, if you try hard and do your best, you are always a winner. I’ll be proud of you, and your parents will be proud of you. Most of all, you can be proud of yourself. You are always at the park every Tuesday after school, no matter what the weather is like, practicing soccer. You are all winners to me. Now let’s go practice!”

Mikel and Anya spent a lot of time together practicing soccer. They were excited about Saturday’s game. “I wonder if the team we are going to play is good?” Anya said.

“I don’t know, but they might have practiced just as much as we have. They will want to win the game, too,” said Mikel.

On Saturday, Mikel and Anya left their homes at 9:00 a.m. The big game started in one hour. Mikel’s mom and Anya’s dad went with them so they could watch the game. When they got to the park, many children and adults were there. Mr. Husef was talking to his team under a big tree. Anya and Mikel joined the others.

“Hi, Anya. Hi, Mikel,” Mr. Husef said. “We were just talking about some things we need to remember during this game. What I want you to remember most is to play fair and to show that you are good sports. That means we need to show that we can be good winners or good losers. If we win, we will shake hands with the other team and tell

them they played a good game. We will do the same thing if we lose. This is supposed to be a fun game, and we don't want anyone to get hurt. Play the game fairly and follow the rules. We want everybody here to have fun today. Are you all ready to play?"

Everyone on the team shouted "Yes" at the same time. "Let's go get the ball and play!" said Mr. Husef.

The game was exciting and fun. Once during the game, Mikel forgot the rules and hit the ball with his hands. He knew he had not followed one of the soccer rules. No one saw him use his hands, and he wondered if he should say anything. He remembered Mr. Husef saying, "Play the game fairly and follow the rules."

"I hit the ball with my hands, Coach," Mikel said. "I'm sorry, I made a mistake."

Mr. Husef blew the whistle and gave the ball to the other team. He took Mikel out of the game for a moment. "You were very brave to do that, Mikel," Mr. Husef said. "I'm glad you told me what you did. I know the other team thanks you, too. I'm proud that you play on our team. Now go back in and help your team!"

"Thanks, Coach," said Mikel. He ran back into the game with a smile on his face. When his team finished the game, Mikel was the first one to shake hands with the other team and tell them they had played a good game.



Use the passage to answer questions 1-6. You may look back at the passage to help you answer the questions. There may be 1, 2, or 3 “YES” answers for each question.

**1**

What do Mikel and Anya do after school on Tuesdays?

- A** Visit friends
- B** Walk to the park
- C** Play basketball
- D** Play soccer
- E** Finish homework

**3**

Why did Mr. Husef tell his team, “You are all winners to me”?

- A** The players made him proud.
- B** The players tried hard.
- C** The team won every game.
- D** The players forgot the rules.
- E** The players followed the rules.

**2**

What day was the big game to be played?

- A** Tuesday
- B** Monday
- C** Sunday
- D** Thursday
- E** Saturday

**4**

If Anya’s teammates lost the big game, what would they do?

- A** Shake hands with the other team
- B** Run home and complain
- C** Try harder next time
- D** Tell their parents they don’t like the other team
- E** Tell the other team they played a good game

**You may look back at the passage to help you answer the questions. There may be 1, 2, or 3 “YES” answers for each question.**

**5**

What will the soccer team probably do if it rains next Tuesday?

- A** Stay at home
- B** Go to the park
- C** Practice soccer
- D** Watch television
- E** Do homework

**6**

Why do Anya and Mikel play soccer?

- A** Mr. Husef makes them play.
- B** They like to play soccer.
- C** They have fun at practice.
- D** Soccer games are exciting.
- E** Anya’s dad is the coach.



**Anya and Mikel learned a lot about soccer during their practice times. This passage is about some of the soccer words they learned.**

## **Soccer Words and What They Mean**

Soccer is played all over the world. Both children and adults enjoy playing this game. Anya and Mikel played soccer at a local park. They learned soccer rules during their practice times. They also learned about some of the moves and plays used in a soccer game.

One move used on the soccer field is dribbling. If a player on the field has the ball, he uses his feet to move the ball toward the goal of the other team. When the player uses many short kicks to move the ball, he is dribbling. He may pass the ball to another player.



**A Dribble**



**A Shot**

A team tries to move the ball close to the other team's goal. Then one of the team's players may try a shot. A shot is a strong kick toward the goal. The goalkeeper who stands in front of that goal will try to stop the ball from going in. The goalkeeper may use a diving move and his hands to stop the ball. If the goalkeeper keeps the ball from going into the goal, it is called a save.

Most players can only use their feet or heads on the ball. When a player uses his head to hit the ball, it is called a header. A player uses his feet on the ball much more often than his head. Goalkeepers are the only players who can use their hands on the ball.



**A Header**

Mikel and Anya learned many new words at their soccer practices. They use these words when they talk about soccer. Now you know, like they do, what some of these words mean.

**Answer questions 7-12 about the passage. You may look back at the passage to help you answer the questions. There may be 1, 2, or 3 “YES” answers for each question.**

**7**

Where is soccer played?

- A** In the United States
- B** All over the world
- C** At the pool
- D** At the park
- E** On a train

**8**

If Anya uses many short kicks to move the ball, what is she doing?

- A** Heading
- B** Saving
- C** Shooting
- D** Dribbling
- E** Passing

**9**

If players want their team to try to get a goal, what must they do?

- A** Throw the ball down the field
- B** Dribble the ball down the field
- C** Pass the ball to a teammate near the goal
- D** Make a shot at the other team’s goal
- E** Save the ball from the other team’s goal

**10**

How do goalkeepers stop the ball?

- A** They use their hands.
- B** They yell at the ball.
- C** They run from the ball.
- D** They dive at the ball.
- E** They jump over the ball.



**You may look back at the passage to help you answer the questions. There may be 1, 2, or 3 “YES” answers for each question.**

**11**

What is a header?

- A** Hitting the ball with your head
- B** Kicking the ball hard
- C** Making a goal kick
- D** Dribbling the ball toward the goal
- E** Diving at the ball

**12**

Why do Mikel and Anya need to know what soccer words mean?

- A** So they can follow the rules
- B** So they can do better at school
- C** So they can talk about soccer
- D** So they can walk to the park
- E** So they can help their team



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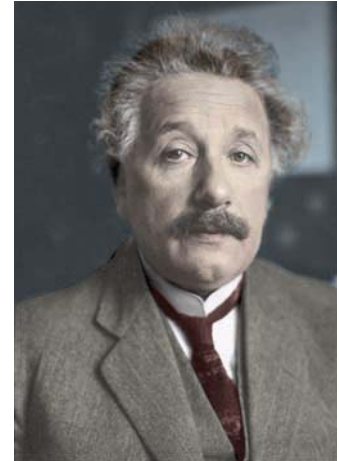
**These passages are about Albert Einstein and Jacques Cousteau. They spent their lives studying the unknown. These passages tell about what led them to become famous.**

## **Albert Einstein**

**by Allan Fallow**

*His name became a synonym for “genius.” Is it true that this brilliant scientist started out as a slow learner?*

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- 1 In a century of many scientific advances, Albert Einstein was probably the most gifted scientist of all. As a child, he didn't try to talk until he was older than 2. He was also shy and solitary. These traits may have led to the rumor that he failed first grade. In fact, even though he may have been quiet, Albert was curious about the world and smart in school. "His report card was brilliant," his mother bragged, when at age 7, he received his grades.
- 2 Albert was only 1 when he moved with his family to the city of Munich, in Germany, from Ulm, where he was born March 14, 1879. While other boys played rough games such as soldiers or tag, Albert played games demanding patience and focus. He liked to build complicated buildings of wooden blocks, or card houses that stood 14 stories tall.
- 3 Albert's first experience with a scientific mystery came at age 5, when his father handed him a compass. Fascinated by the way the needle always pointed north, he later wrote, "This made a deep impression on me. Something deeply hidden had to be behind things." Albert's belief that an invisible force controlled the world—and his need to understand that force—led to his lifetime of scientific exploration.
- 4 In school, however, there was no independent exploration. The discipline there was so strict, he said, that "the teachers appeared to me like sergeants and lieutenants." He made it worse by insisting on solving every problem his own way. His teachers didn't appreciate this.
- 5 Things were different at home. Albert's parents encouraged creative thinking. His mother, father, sister, and uncle shared a big house. Uncle Jakob helped Albert become interested in Algebra. Often the answers to difficult math problems would come to Albert while he played the piano.
- 6 At age 10 Albert became friends with Max Talmud, a college student who ate dinner at the Einsteins' house once a week. Recognizing Albert's "exceptional intelligence," Talmud let him borrow a geometry book. "At first I aided him in solving difficult problems," said Talmud. But "soon the flight of his mathematical genius was so high that I could no longer follow."



*Whiz Kid! While still a teenager, Albert Einstein wondered what a beam of light would look like if a person could run beside it. It took Einstein ten years to find the answer. When he did, it became the basis for his famous theory of relativity, which says that gravity bends space and time. Although Einstein's discoveries helped with the development of nuclear weapons, he believed that people should not go to war. After receiving the 1921 Nobel Prize in physics, Einstein moved in 1933 to the United States, where he lived to age 76.*

## **Jacques Cousteau**

**by Lynda DeWitt**

*The brave pioneer of undersea exploration started out as a sickly child who was told not to exercise.*



- 1 Jacques Cousteau's first memories were of water. Born on June 11, 1910, in St.-André-de-Cubzac, a small town near France's Atlantic coast, Jacques (ZHAK) spent most holidays at the ocean. He loved the water, but he didn't run and play on the beach like most kids. For his first seven years, Jacques had a painful *disorder* of the intestines that made him weak and tired. His doctor told him not to play sports or to exercise.
- 2 Jacques didn't listen to the doctor, wanting to swim, he taught himself how, and in time became an excellent swimmer. As his health got better, his passion for the ocean grew. Jacques's father, a lawyer, worked for an American millionaire. He often traveled, and the Cousteau (koo-STOH) family, including Jacques and his older brother, Pierre, traveled with him, so they did not live in any one place for very long.
- 3 When Jacques was about 10, his father's job took the family to the United States. It was at a camp along Lake Harvey in Vermont where Jacques had his first underwater adventure. A camp counselor was angry when Jacques refused to ride a horse. As punishment the camp counselor ordered Jacques to clean up branches and leaves from under a diving board at the lake. "I worked very hard," Jacques wrote. "Diving in that *murk* without goggles, without a mask—that's where I learned to dive." As for horses, Jacques never liked them.



- 4 Living in France at age 13, Jacques bought a movie camera. He liked to make movies and often played the main role. He even developed the film himself. By age 16, he had formed his own movie company. He was producer, director, and chief cameraman. By then, his course was set. Jacques combined his two loves—oceans and filmmaking—and began a career that would show people an underwater world never seen before.

*DOWN BY THE SEA. While serving in the French Navy, Jacques Cousteau helped develop the Aqua-Lung®. The breathing device let divers go down to new depths, not connected to the surface. It became the basis for all scuba (self-contained underwater breathing apparatus) gear.*

*Through his award-winning television series, *The Undersea World of Jacques Cousteau*, and his many films and books, he showed the mysteries of the deep to millions. He died on June 25, 1997.*



**Answer questions 13-22 about the passages. You may look back at the passages to help you answer the questions. Remember, the questions on this page only have one correct answer.**

**13**

The two passages can best be classified as which type of writing?

- A** Narrative
- B** Persuasive
- C** Expository
- D** Autobiography

**15**

Why was Albert Einstein a difficult student for his teachers?

- A** He liked to play cards.
- B** He had trouble concentrating.
- C** He answered all the questions.
- D** He wanted to work on his own.

**14**

How are the games Albert Einstein enjoyed different from the games other boys liked?

- A** The games Albert Einstein played needed athletic skill.
- B** The games Albert Einstein played needed concentration.
- C** The games Albert Einstein played needed many players.
- D** The games Albert Einstein played needed costly equipment.

**16**

What did Max Talmud come to realize about young Albert Einstein?

- A** Young Einstein was better at math than he was.
- B** Young Einstein was able to find creative ways to deal with his lack of musical ability.
- C** Young Einstein could play the piano while designing houses made of cards.
- D** Young Einstein was happiest showing his friends from school how to answer science problems.



**You may look back at the passages to help you answer the questions.  
Remember, the questions on this page only have one correct answer.**

**17**

Based on the passage, which two words *best* describe Albert Einstein as a child?

- A** Artistic and sensitive
- B** Athletic and cooperative
- C** Outspoken and stubborn
- D** Intelligent and determined

**19**

Jacques Cousteau wrote about diving in the murk. What word best describes murk?

- A** Dark
- B** Cold
- C** Water
- D** Clear

**18**

Jacques Cousteau had a painful disorder. Which of the following is most like a disorder?

- A** A mess
- B** An illness
- C** A memory
- D** An experience

**20**

Who was *most* responsible for Jacques Cousteau learning to dive?

- A** His father
- B** A camp counselor
- C** A diving instructor
- D** His underwater cameraman

**You may look back at the passages to help you answer the questions.  
Remember, the questions on this page only have one correct answer.**

**21**

Why were Jacques Cousteau's television shows so popular?

- A** They taught horseback riding.
- B** They explained math theories.
- C** They showed popular vacation spots.
- D** They showed underwater environments.

**22**

Which word *best* describes both Albert Einstein and Jacques Cousteau?

- A** Curious
- B** Athletic
- C** Musical
- D** Talkative



## Grade 5 Answer Key with Assessment Objectives Identified

Item Number	Correct Answer	Assessment Objective
1	B, D	<b>1.5.16</b> Identify explicit and implicit main ideas.
2	E	<b>1.5.16</b> Identify explicit and implicit main ideas.
3	A, B, E	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
4	A, E	<b>1.5.08</b> Identify probable outcomes or actions.
5	B, C	<b>1.5.08</b> Identify probable outcomes or actions.
6	B, C, D	<b>2.5.09</b> Determine character motivation.
7	A, B, D	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
8	D	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
9	B, C, D	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
10	A, D	<b>1.5.16</b> Determine the answer to a literal or simple inference question regarding the meaning of a passage.
11	A	<b>1.5.02</b> Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
12	A, C, E	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
13	C	<b>2.5.15</b> Identify whether a given passage is narrative, persuasive, or expository.
14	B	<b>1.5.16</b> Determine the answer to a literal or simple inference question regarding the meaning of a passage.
15	D	<b>1.5.16</b> Determine the answer to a literal or simple inference question regarding the meaning of a passage.
16	A	<b>1.5.16</b> Determine the answer to a literal or simple inference question regarding the meaning of a passage.
17	D	<b>2.5.08</b> Determine what characters are like by what they say or do by how the author or illustrator portrays them.
18	B	<b>1.5.05</b> Determine the meaning of a word in context when the word has multiple meanings.
19	A	<b>1.5.02</b> Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
20	B	<b>1.5.17</b> Distinguish the main ideas and supporting details in any text.
21	D	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
22	A	<b>1.5.22</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

To view all the reading assessment objectives, download the Illinois Reading Assessment Framework for Grades 3-8 online at [www.isbe.net/assessment/IAFindex.htm](http://www.isbe.net/assessment/IAFindex.htm).