

Released Assessment Questions, 2015

Junior Division

Grade
6

Language ANSWERS

Assessment of Reading, Writing and Mathematics

INSTRUCTIONS

Answering Multiple-Choice Questions

Like this: ● Not like this: ⊗ ✓ ◐ ○

- Use a pencil only.
- Fill only one circle for each question.
- Fill the circle completely.
- Cleanly erase any answer you wish to change.

Answering Open-Response Questions

- Write on the lined space provided in this booklet.

Education Quality and
Accountability Office



You are now ready to start.
Before answering the questions, go to

READING
BOOK

C1

Joseph-Armand Bombardier— Dreamer and Inventor



1 How can this text best be described?

- a biography featuring Joseph-Armand's activities
- a description of events in Joseph-Armand's childhood
- an article about the effectiveness of the Ski-Doo in winter
- a summary about manufacturing Bombardier snowmobiles

2 What does the word “dismantling” mean as used in paragraph 4?

- repairing
- exploring
- taking apart
- playing with

3 In paragraph 4, why does Joseph-Armand's father give him an old motor?

- to encourage Joseph-Armand to make new toys
- to provide Joseph-Armand with a bigger challenge
- to discourage Joseph-Armand from working with his brother
- to take Joseph-Armand's attention away from the family's car

4 Which of the following would be an appropriate subheading for paragraph 5?

- Early Struggles
- Pursuing a Goal
- Winter Worries
- Problems of Success

- 5** What does the dash introduce in the last line of paragraph 6?
- a change of opinion
 - a concluding thought
 - a definition of a term
 - an interruption of a thought
- 6** Which word is closest in meaning to “version” (paragraph 8)?
- model
 - benefit
 - service
 - performance
- 7** What caused sales to fall (paragraph 9)?
- There was a lack of snow.
 - There was an increase in prices.
 - The snowmobile did not perform well.
 - The company experienced many problems.
- 8** Why was the Muskeg model so popular (paragraph 10)?
- It was the newest design.
 - It carried many passengers.
 - It travelled at faster speeds.
 - It worked in many environments.
- 9** What does paragraph 10 tell the reader about Joseph-Armand?
- He is angered.
 - He is frustrated.
 - He is determined.
 - He is disappointed.
- 10** What were Joseph-Armand’s earliest creations?
- toys
 - motors
 - snowmobiles
 - sewing machines

11 Explain why Joseph-Armand Bombardier's age is mentioned in paragraphs 1–5. Use specific details from the text to support your answer.

12 Explain how Joseph-Armand Bombardier's creations have improved people's lives. Use specific details from the text to support your answer.

13 Your teacher wants to invite a special guest to speak to your class.

Write a detailed letter encouraging your teacher to choose who you think the special guest should be.

Ideas for My Letter

Write your answer on the next page.

This page will not be scored.

- 14** Choose the best opening sentence for this paragraph.

_____ If you take the time to check, you'll see opportunities all around you to save energy. Empty classrooms are left with the lights on. Computer monitors are left on with no one using them. If you are watchful and take action, you can help reduce the amount of energy that is used every day.

- Energy conservation starts with observation.
- Energy conservation is important for the environment.
- Energy conservation begins with everyone helping out.
- Energy conservation can make a difference to people's quality of life.

- 15** Choose the correct words to complete the following sentence.

Of the many houses on the street, the _____ was the _____ decorated.

- largest, more creative
- largest, most creatively
- most largest, more creative
- more largest, most creatively

16 Choose the word that completes the following sentence correctly.

Arjan stayed up late to watch the Olympic games, _____ he was tired from a long day at school.

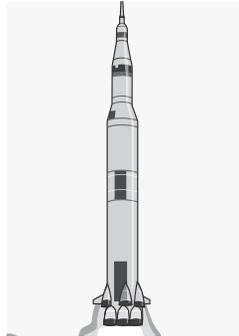
- then
- although
- therefore
- meanwhile

17 Choose the pair of words that complete the following sentence correctly.

I _____ many hours last week
_____ my notes for the science test.

- spend, review
- spent, reviewed
- spent, reviewing
- spending, reviewing

Blast-Off



1 What does the word “propelling” mean as used under the subheading “What Makes Rockets Go”?

- guiding
- burning
- pushing
- speeding

2 According to the information in “Space Journey,” what is the most likely reason the rocket separates before entering orbit?

- It must avoid space junk.
- The rocket is too large to enter orbit.
- Empty sections are collected and reused.
- Only the capsule is needed to finish the mission.

3 Which separation stage is let go in number 2 in “Space Journey”?

- first stage
- second stage
- third stage
- capsule

4 Which section of the rocket carries the astronauts back to Earth?

- nose cone
- lunar module
- service module
- command module

5 Explain why the “Rocket Sections” diagram and the “Space Journey” section are both needed to show how a rocket operates. Use details from the text to support your answer.

6 Explain what makes a space journey both difficult and dangerous. Use specific details from the text to support your answer.

- 7** Imagine that you are the leader of a team that is exploring an exciting location.
Write a detailed letter to someone back home describing your team's experiences.



Ideas for My Letter

Write your answer on the next pages.

This page will not be scored.

After each assessment, EQAO makes approximately half of the test items (questions) public. This allows EQAO to build a bank of assessment material that can be used in the future. Items that are not published in this booklet are replaced by their description. Test booklets and examples of student answers from the past five years are available at www.eqao.com.

Items that are not being published have been described below, with a reference to the skill they assessed.

READING SKILLS

Explicit: understanding explicitly stated information and ideas

Implicit: understanding implicitly stated information and ideas

Making Connections: making connections between information and ideas in a reading selection and personal knowledge and experience

Short Narrative

4 multiple-choice questions
(1 Explicit, 2 Implicit, 1 Making Connections)

2 open-response questions
(1 Implicit, 1 Making Connections)

Poem

4 multiple-choice questions
(1 Explicit, 1 Implicit, 2 Making Connections)

2 open-response questions (2 Making Connections)

Informational Text

4 multiple-choice questions
(3 Implicit, 1 Making Connections)

2 open-response questions (2 Making Connections)

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Section C1: Reading

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WRITING SKILLS

Content: identify and support the main idea of a paragraph; make revisions to improve clarity

Organization: identify the main idea and supporting details and group them in a paragraph using common organizational patterns

Grammar: use parts of speech to communicate clearly

Short-Writing Prompt

18 lines available for response

Multiple-Choice Writing

4 multiple-choice questions
(Content, Organization and Grammar)