

# Reading

Question Sampler

## Human Reader Companion Book



Aspire  
ACT

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P L U S



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# Human Reader Instructions

## When to Use the Human Reader Companion Book

This Human Reader Companion Book should be used with students who have been approved for a human reader accommodation. Students approved for this accommodation are those who would benefit from content being read aloud that are not able to access the built-in text-to-speech feature in the online test.

This Human Reader Companion Book provides instructions for the human reader and includes only the assessment content that is appropriate to be read aloud.

This Human Reader Companion Book may **only** be used with students taking the tests in the following formats:

- braille test book (please refer to the comments memo included with the braille test books to identify modifications made for the braille tests)
- large print test book
- standard print test book
- online test form enabled for use with assistive technology other than screen readers

Instructions and some assessment content are presented differently to students depending on whether they are taking a paper or an online assessment. Due to these differences, students taking paper tests and online tests should not be administered the assessment in the same setting when being provided a human reader.

## Differences Between the Human Reader Companion Book and the Student’s Online or Paper Test

- Assessment content that is not appropriate to be read aloud does **not** appear in the Human Reader Companion Book.
- The page numbers in the Human Reader Companion Book and the standard print or large print test book will not match.
- Punctuation marks are not to be read aloud to the student.
- Some test questions have been adjusted for online presentation to improve digital accessibility. These adjustments result in the question content that is ready aloud having slight variances from paper to online.

## A Guide to Human Reader Companion Book Formatting

The Human Reader Companion Book includes special formatting to guide the human reader through the script.

### Understanding What to Read Aloud to Students



Instructions that should be read to **all** students will appear next to the **paper** and **online** icons.



Instructions that should be read **only** to students taking **paper** tests will appear next to the paper icon.



Instructions that should be read **only** to students taking **online** tests will appear next to the online icon.

### Notes for the Human Reader

*[Notes to the human reader appear in italics and brackets.]*

These notes should **not** be read aloud to students.

# Human Reader Script for Reading

## Test Directions

This question sampler allows students to experience the types of items presented on the Utah Aspire Plus assessment. Items on the question sampler may not be representative of the level of content knowledge presented in the assessment. The question sampler should not be used to measure students' content knowledge.

This question sampler asks you to read and then answer questions about each of several reading passages.

### **Multiple-choice questions:**

- Read the question and then choose the best answer from the answer choices given.
- If you decide to change your answer, erase your first mark completely.
- It is best to mark an answer for every question even if you are not sure which answer is correct.

### **Please note:**

- Any writing in your question sampler booklet will NOT be scored. Your answers in the booklet will be entered online by a test administrator.
- Begin working on the question sampler when you are told to do so.



# Test Directions

You are now ready to take the **Reading** test. This test is designed to measure your understanding of the Utah Core Standards for **Reading**. You may return to these directions from any question by clicking on the review button, which appears at the top of your screen.

At the top of your screen, you will find buttons for the following tools, from left to right: the forward and back navigation arrows, the Review button, the Bookmark button, the Pointer tool, and the Answer Eliminator tool. The Text Highlight tool is active but not available on the toolbar. To use the Text Highlight tool, move your cursor to the text you wish to highlight and then Click and drag the cursor over the text.

On the top right of your screen, you will find a button for the user drop-down menu. From this menu, you may access the following accessibility tools: Contrast Settings, the Magnifier, and the Line Reader Mask. On some items, you will also have the Enable Answer Masking tool available. The Line Reader Mask allows you to focus on one section of information at a time by dragging the window over the text. The Answer Masking tool allows you to cover the answer choices and focus on one at a time.

If you find that you do not know how to enter your responses, please raise your hand.



Read the passage *What Comes Next* which will be used to answer questions 1 through 4.

*[Pause for students to read the passage.]*

### Question 1



Select two ways that the interactions with other characters support the development of the narrator's character.

- A.** Cassie encourages her to hurry, and that eases the narrator's fears.
- B.** Cassie expresses her feeling that the ocean is beautiful, and the narrator realizes she is right.
- C.** The narrator's father encourages her to go beyond her comfort zone, and at the end she does.
- D.** Going to the ocean with her family as a child makes the narrator feel assured about exploring new places.

*[Pause for students to answer the question.]*

## Question 2



What effect does the narrator's use of the phrase *[Pause for students to read the quote from the passage.]* have on her description of her father in paragraph 4?

- A.** The loaded phrase shows that the narrator believes her father's planning is funny.
- B.** The inaccuracy leads the reader to think that the narrator misinterprets her father.
- C.** The exaggeration reinforces the idea that the father makes a lot of advanced plans.
- D.** The emotion in the phrase illustrates that the narrator expects her father to say something else.

*[Pause for students to answer the question.]*

## Question 3



What connotation does apprehensive have in paragraph 14 of the passage?

- A.** It indicates neutral feelings.
- B.** It shows that the narrator is somewhat worried.
- C.** It implies that the narrator is tense but hopeful.
- D.** It conveys that the narrator is afraid, even terrified.

*[Pause for students to answer the question.]*



### Question 4 Part A



Why does the author mention the horror movie *Jaws* and a nature show about sea creatures?

- A.** To show why the narrator is intimidated by the unknown.
- B.** To show that snorkeling in the ocean can be dangerous.
- C.** To reinforce the idea that the unknown can be challenging.
- D.** To help describe what the narrator sees while snorkeling.

*[Pause for students to answer the question.]*

### Question 4 Part B



Select the detail from the passage that supports the answer to Part A.

- A.** *[Pause for students to read choice A.]*
- B.** *[Pause for students to read choice B.]*
- C.** *[Pause for students to read choice C.]*
- D.** *[Pause for students to read choice D.]*

*[Pause for students to answer the question.]*



Read the passage *The Antikythera Discovery* which will be used to answer questions 5 through 8.

*[Pause for students to read the passage.]*

### Question 5



Which statement best describes the author's overall attitude toward the renewed excavation of the shipwreck?

- A.** The author thinks the excavation is important to revitalize tourism to Greece.
- B.** The author believes the excavation will likely uncover more important artifacts.
- C.** The author believes the excavation will show the advantages of modern rebreathers.
- D.** The author thinks the excavation is necessary to discover more about ancient Greek culture.

*[Pause for students to answer the question.]*

### Question 6



Which of the following allowed archaeologists to finally understand the purpose of the Antikythera Mechanism?

- A.** Technology enabled divers to bring the mechanism back to the surface for study.
- B.** Technology helped divers find additional pieces of the mechanism around the shipwreck.
- C.** Technology advanced to the point where modern researchers could make similarly complex mechanisms.
- D.** Technology advanced to the point where modern researchers could reconstruct how the mechanism functioned.

*[Pause for students to answer the question.]*

### Question 7



Which phrase best summarizes the second paragraph (lines 15–36)?



Which phrase best summarizes the following paragraph (paragraph 2)?

*[Pause for students to read the paragraph from the passage.]*



**and**



- A.** The shipwreck contained a mysterious astronomical device.
- B.** The shipwreck was explored quickly to bring up the most important items.
- C.** The shipwreck had archaeologically valuable weapons and furniture.
- D.** The shipwreck could only be explored by divers wearing bulky diving suits.

*[Pause for students to answer the question.]*

## Question 8



As it is used in the passage, what does the underlined word *richest* most nearly mean?



What does the word “richest” most nearly mean as it is used in the following sentence from the passage?

*[Pause for students to read the sentence from the passage.]*



**and**



- A.** Most vivid
- B.** Most unlikely
- C.** Most valuable
- D.** Most prosperous

*[Pause for students to answer the question.]*



**and**



Read the passage *Words from the Master* which will be used to answer questions 9 through 12.

*[Pause for students to read the passage.]*

### Question 9



Why does Lincoln most likely enjoy spending time at the delicatessen?

- A.** He often sees Sir Abner Owings eating there.
- B.** He hopes to be hired by a Broadway composer.
- C.** He likes the after-school tradition of meeting Jared there.
- D.** He wants to share the same environment as Broadway composers.

*[Pause for students to answer the question.]*

### Question 10



Based on the passage, what makes Jared change his mind about Lincoln's dream of being a Broadway composer?

- A.** Jared hears Lincoln speak about how important music is to him.
- B.** Jared realizes that Lincoln will never prefer sports.
- C.** Jared sees a famous composer compliment Lincoln's music.
- D.** Jared understands that his comments are hurtful to Lincoln.

*[Pause for students to answer the question.]*

### Question 11



A main theme of the passage is that it is important to:

- A. keep searching for heroes.
- B. keep pursuing one's dreams.
- C. be willing to adjust one's goals.
- D. be willing to follow important advice.

*[Pause for students to answer the question.]*

### Question 12



What is the most likely purpose of the underlined description of Jared playing with a football?



What is the most likely purpose of the quoted phase in the following sentence from the passage?

*[Pause for students to read sentence from the passage.]*



- A. To illustrate Jared's personal interests
- B. To demonstrate Jared's sense of humor
- C. To show that Jared wants to leave the delicatessen
- D. To reveal that Jared is not interested in the conversation

*[Pause for students to answer the question.]*



End of test. If you finish, you may go back and check your work.



End of Section 1

Use the **Review** button above to go back and review your answers. When you are done, use the **Submit Final Answers** button below to submit your answers.



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