

READING COMPREHENSION TESTS

From Prior STAAR 2018

(Upper Elementary/Middle School)

This is a previously administered portion of a Texas Education Agency STAAR Reading Test. It is in the public domain. We provide this to you free as a service to help you determine whether your upper elementary or middle school student has identifiable skill gaps in reading passages and answering some very basic questions about what they have read.

These Tests Are In The Public Domain & Available on the TEA Website At The Link Below – You Will Need To Cut & Paste This Link or Search TEA website for 2018 STAAR Released Tests.

<https://tea.texas.gov/student-assessment/testing/staar/archived-staar-released-test-questions>

We suggest you may want to give a briefer screening assessment rather than the full test. For your convenience, we have included a 2-Passage part of the full test in this document with an answer key just for questions on these passages. The full test and answer key and others are available to you at the link url provided.

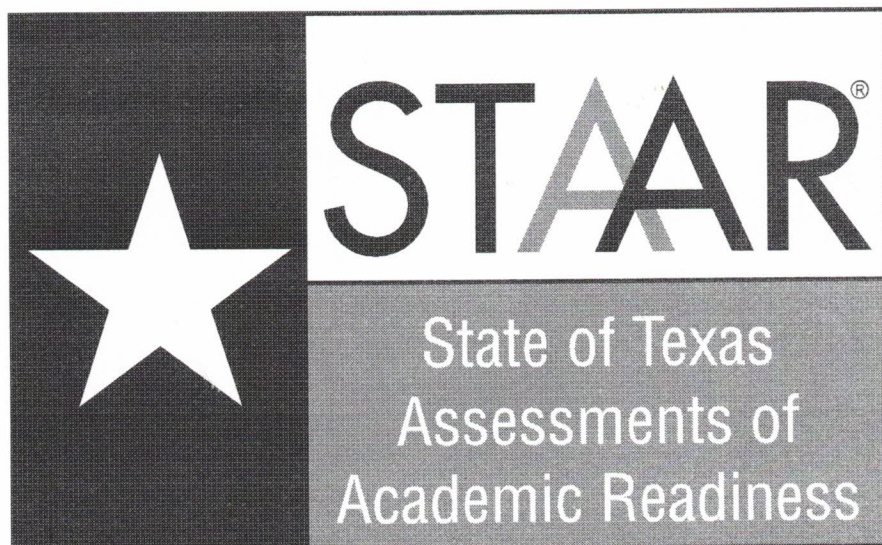
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Screening

5th Grade

READING

COMPREHENSION



GRADE 5
Reading

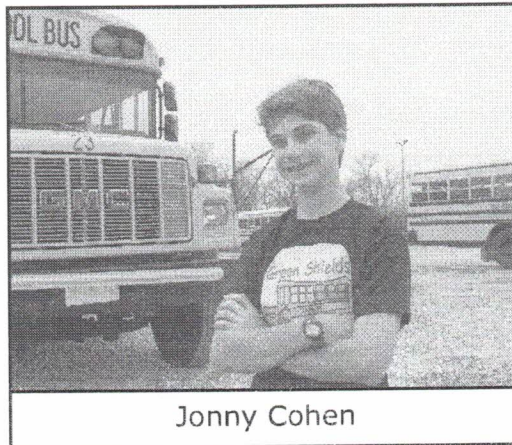
Administered April 2018

RELEASED

Read the next two selections. Then choose the best answer to each question.

On the Road to a Better School Bus

- 1 Many children ride a school bus to and from school and don't think much about it. But for 12-year-old Jonny Cohen, the smell of exhaust from the buses parked in front of his junior high school got him thinking about school buses and how much gasoline they use. Jonny wondered if there was a way to make the buses more energy efficient.
- 2 The main problem with school buses, Jonny realized, is their boxy shape. It takes a lot of energy—and gasoline—for a boxy bus to move forward through the air. He thought that improving its shape would reduce the amount of energy needed to move a bus. His first idea was to add a clear windshield at an angle to the front of the bus. This second windshield would force air to go up and over the bus.
- 3 With the help of his sister and friends, Jonny started his project, which he called GreenShields. The GreenShields team needed money to design and test Jonny's idea. In 2010, Jonny entered his idea in a contest for grant money. To win, Jonny had to get people to vote online for his idea. Getting votes wasn't easy—he spoke with town councils, talked to customers at grocery stores, and used social media to ask for people's support. "I never thought I could win," Jonny says, "but I pushed myself." His persistence paid off, and his team won \$25,000 to develop their idea.

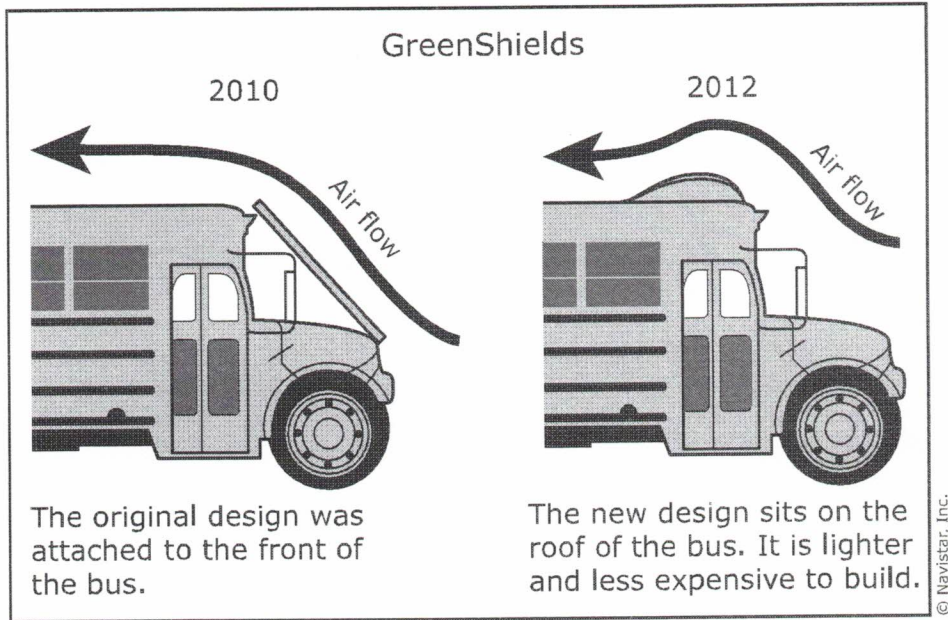


Jonny Cohen

© Jonathan Cohen d/b/a Greenshields Project.

- 4 After several years of researching and testing, Jonny's team has created a new design, which they call the V4. Instead of sitting on the front of the bus, the V4 sits on the roof of the bus like a hat. Its sloped design allows air to flow over and around the bus more easily. The V4 costs less to make and is easier to attach to buses than the original design. In tests, buses using the V4 went farther on a tank of gas. The

GreenShields team estimates that the V4 can save \$600 every year for every bus that uses one. With all the school buses on the road in the United States, that could save millions of dollars in gas every year.



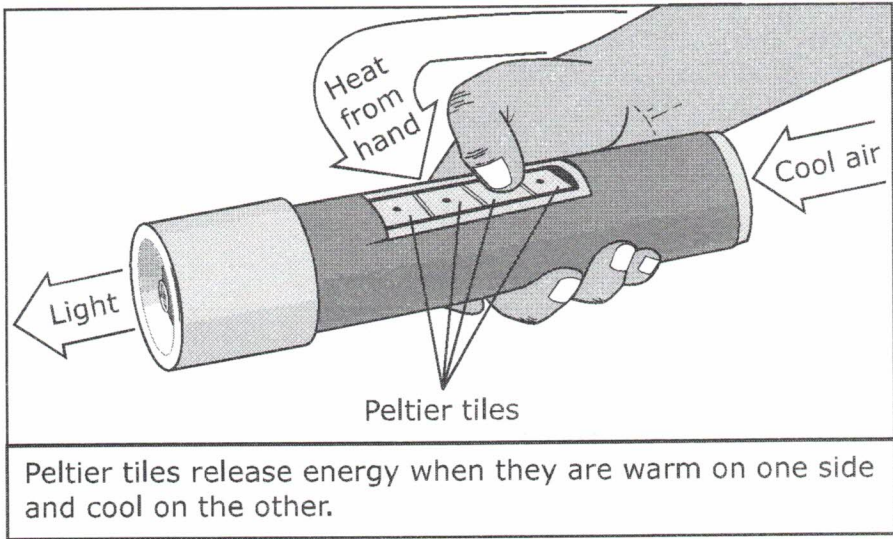
- 5 The V4 still needs to be approved by the U.S. Department of Transportation before it can be sold. However, Jonny and his team are determined to succeed. Jonny commented, "It's never really over until all school buses become super-efficient." So if the next school bus you board looks a little different, you may be witnessing Jonny's idea in action.



The GreenShields team shows off their V4 design.

A Light in the Dark

- 1 Studying for classes at school is important. That's why when 15-year-old Ann Makosinski learned that a friend of hers in the Philippines wasn't able to study after dark because her home did not have any electricity, she wanted to help. As a result, Ann invented a flashlight that is powered solely by heat from the human hand.
- 2 The human body produces a constant supply of heat, which is why people feel warm to the touch. Ann decided to see whether human bodies make enough heat to power a flashlight. She thought a special kind of tile called a Peltier tile might work for her purposes. A Peltier tile releases energy when opposite sides of the tile come in contact with different temperatures. Ann thought that one way to create different temperatures would be to build a flashlight that was hollow and attach Peltier tiles to it. She presumed that if a warm human hand covered one side of the tiles while the other side of the tiles was exposed to cooler air, the tiles would produce energy.





Ann demonstrates her hollow flashlight.

© Lloyd Bishop/NBC/NBCU Photo Bank via Getty Images

- 3 Ann worked hard on her idea, juggling the project with schoolwork and other extracurricular activities. She had to make difficult calculations that required a lot of research. She admits that there were days when she thought her idea would never work but says, "You just kind of have to keep going." Finally Ann's calculations led her to the solution, and her hollow flashlight produced light. At first the light was too dim, but Ann kept experimenting and adjusting her design until the flashlight shone more brightly.
- 4 Ann entered her invention in the 2013 Google Science Fair. She was one of 15 students from around the world who were invited to present their designs at Google headquarters in California. Ann won the top prize in her age category and a \$25,000 scholarship. She hopes the flashlight can be manufactured and ultimately used all around the world by people who don't have access to electricity. She said, "I want to make sure my flashlight is available to those who really need it."

Use "On the Road to a Better School Bus" (pp. 8–9) to answer questions 8–11. Then fill in the answers on your answer document.

- 8** How would the U.S. Department of Transportation's approval of the V4 help Jonny meet his goal?
- F** It would allow many school buses to use Jonny's design, which would save energy.
 - G** It would raise awareness of GreenShields, which would cause other students to design energy-efficient products.
 - H** It would show that Jonny's design is helpful, which would help him win public support.
 - J** It would encourage students to ride school buses, which would lead to fewer cars on the road.

-
- 9** Which sentence from the selection is a fact that can be verified?
- A** *Jonny wondered if there was a way to make the buses more energy efficient.*
 - B** *In tests, buses using the V4 went farther on a tank of gas.*
 - C** *However, Jonny and his team are determined to succeed.*
 - D** *So if the next school bus you board looks a little different, you may be witnessing Jonny's idea in action.*

- 10** According to the selection, what is one reason the V4 design is better than Jonny's original idea for GreenShields?
- F** The V4 design is less distracting for bus drivers.
 - G** The V4 design is simple enough for students to construct.
 - H** The V4 design costs less to make.
 - J** The V4 design is more visually appealing.
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- 11** Which sentence from the selection suggests that Jonny needed to convince his community that his invention was worthwhile?
- A** *But for 12-year-old Jonny Cohen, the smell of exhaust from the buses parked in front of his junior high school got him thinking about school buses and how much gasoline they use.*
 - B** *He thought that improving its shape would reduce the amount of energy needed to move a bus.*
 - C** *With the help of his sister and friends, Jonny started his project, which he called GreenShields.*
 - D** *Getting votes wasn't easy—he spoke with town councils, talked to customers at grocery stores, and used social media to ask for people's support.*

Use "A Light in the Dark" (pp. 10–11) to answer questions 12–14. Then fill in the answers on your answer document.

12 From the magazine heading and the title of the article, the reader can infer that the article will contain information about a —

- F source of light designed by a young person
 - G new product that is available for young people to buy
 - H problem that a young person has recently overcome
 - J way that young people can provide help to others in need
-

13 The Latin root *praesumere* means "to expect." This information helps the reader determine that the word presumed in paragraph 2 means —

- A remembered
 - B cared
 - C believed
 - D wanted
-

14 What led Ann to consider using body heat as a way to power a flashlight?

- F She thought the idea was different enough to help her win the science fair.
- G She was asked to do so by a friend who was not able to study for school.
- H She wanted to make something that people without electricity could use.
- J She was determined to find a way to use a special material.

Use "On the Road to a Better School Bus" and "A Light in the Dark" to answer questions 15–18. Then fill in the answers on your answer document.

15 One **difference** in the way Jonny and Ann approached their projects is that only Jonny —

- A** did a lot of research before beginning work
- B** spent a long time developing his idea
- C** tried to make an item that would be useful
- D** chose to work as part of a team

16 **Both** the selection and the article mainly focus on —

- F** young people who noticed a problem and decided to do something about it
- G** ways scientists learn from one another to solve common yet puzzling problems
- H** young people with an interest in science entering and winning contests
- J** ways to create a worthwhile invention with limited resources

17 What is an important **difference** between Jonny's invention and Ann's invention?

- A** Jonny's invention needs energy to function, while Ann's offers a way to conserve energy.
 - B** Jonny's invention can be used by anyone, while Ann's requires supervision before it can be used.
 - C** Jonny's invention is used to improve another machine, while Ann's is used on its own.
 - D** Jonny's invention was immediately successful, while Ann's had to be redesigned.
-

18 One **similarity** between Jonny and Ann is that they both —

- F** had to ask strangers to help them develop their idea
- G** won prize money after submitting their idea in a contest
- H** started their project to assist a friend in need
- J** want government approval of their inventions

Answer Keys For Reading Passages From Prior Released STAAR Tests From 2018

The Full STAAR Tests From Which Two Passages for Each Grade Year Have Been Selected to Give You Insight Into Potential Reading Skill Gaps Your Child May Have. These Are Provided to You Free As A Service. A URL Link To the TEA Website Where Complete Tests Available to You Is Shown Below

5th Grade		6th Grade		7th Grade	
Question	Answer	Question	Answer	Question	Answer
8	F	14	J	17	B
9	B	15	A	18	J
10	H	16	G	19	A
11	D	17	A	20	H
12	F	18	J	21	C
13	C	19	C	22	J
14	H	20	J	23	B
15	D	21	C	24	H
16	F	22	F	25	C
17	C	23	B	26	G
18	G	24	J	27	D
You may have to type the URL below OR when on TEA Website Search "2018 Released STAAR Tests)		25	C	28	F
		26	F	29	C
		27	A		
		28	G		

<https://tea.texas.gov/student-assessment/testing/staar/archived-staar-released-test-questions>

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Readiness	5.6(A)	D
2	1	Readiness	5.2(B)	H
3	2	Readiness	5.6(B)	B
4	2	Readiness	5.6 Fig. 19(D)	F
5	2	Readiness	5.8(A)	B
6	2	Readiness	5.3 Fig. 19(D)	G
7	2	Readiness	5.6 Fig. 19(E)	D
8	3	Readiness	5.11 Fig. 19(D)	F
9	3	Supporting	5.11(B)	B
10	3	Readiness	5.11(A)	H
11	3	Readiness	5.11 Fig. 19(D)	D
12	3	Readiness	5.11(D)	F
13	1	Readiness	5.2(A)	C
14	3	Readiness	5.11(A)	H
15	1	Readiness	5.19(F)	D
16	1	Readiness	5.19(F)	F
17	1	Readiness	5.19(F)	C
18	1	Readiness	5.19(F)	G
19	2	Supporting	5.7(A)	C
20	1	Readiness	5.2(B)	J
21	2	Supporting	5.7 Fig. 19(D)	A
22	2	Supporting	5.7(A)	G
23	2	Supporting	5.3 Fig. 19(D)	A
24	2	Supporting	5.7 Fig. 19(D)	J
25	2	Readiness	5.8(A)	A
26	2	Supporting	5.4(A)	F
27	2	Supporting	5.4 Fig. 19(D)	C
28	2	Supporting	5.4 Fig. 19(D)	G
29	1	Readiness	5.2(E)	C
30	2	Supporting	5.4 Fig. 19(D)	G
31	3	Readiness	5.11 Fig. 19(D)	C
32	3	Readiness	5.11(C)	J
33	3	Supporting	5.10(A)	B
34	3	Readiness	5.11 Fig. 19(D)	J
35	3	Readiness	5.11 Fig. 19(E)	A
36	3	Supporting	5.10(A)	H
37	3	Readiness	5.11(A)	A
38	3	Readiness	5.11(E)	G