

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide

Grade 4

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Prepared by CTB McGraw-Hill Education



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Read the passage. Then answer the questions.

Coyote Tries to Steal the Honey

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

It took Coyote all morning to make the suit. He gathered large pieces of bark from the trees to make the arms and legs. He found thin vines to tie the different pieces of the suit together. Then he shredded smaller pieces of bark against a rock and mixed these with dried pine needles so it looked like fur.

Right before he went to visit the bees' lonely tree he covered the solid parts of the suit in mud and added the fur. He put it on and walked into the open field. The parts hung loosely on his body. The sun was high in the sky. The shadows danced. Coyote could not see what he looked like, but he imagined his shadow matched that of Bear on the day he took the honey.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit. As he drew closer there was more and more buzzing around him. Coyote could tell that the bees were not happy. He did not care one bit. He wanted a taste of the honey so badly.

It wasn't until he attempted to put his paw down into the tree's belly that he felt the first sting. It felt like when he had gotten stuck by the thorn bush while he tried to bury his nose in the sweet-smelling flowers. As his paw sank deeper into the tree and the buzz grew louder, Coyote began to feel more and more sharp pains. He yelped and drew his paw away, but the buzzing and pain just grew.

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 1 | 4 | 1 | 1 | 2 | RL-1 | The student will identify text evidence to support a GIVEN inference based on the text. |

2609



Click the sentence that **best** supports the inference that Coyote uses his imagination.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

Key: If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey. (All text is selectable.)

Rubric: (1 point) Student selects the correct sentence.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 2 | 4 | 1 | 2 | 2 | RL-2 | The student will determine or summarize a theme of a text. |

2588



Which sentence **best** describes the lesson that Coyote learns in this passage?

- Ⓐ Coyote learns that he does not like the taste of honey after all.
- Ⓑ Coyote learns about the skills bears use to get food in the wild.
- Ⓒ Coyote learns how to make a bear suit out of materials in the forest.
- Ⓓ Coyote learns that he should not try to take things that belong to others.

Key: D

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 3 | 4 | 1 | 3 | 2 | RL-4, L-4.d | The student will determine the meaning of a word based on its context in a literary text. |

2625



Read the sentences from the passage.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word similar suggest? Pick **two** choices.

- ☐ Coyote was surprised and made an unusual sound.
- ☐ The sound Coyote made was meant to calm the bees.
- ☐ Coyote made a sound like a bear growling to tease the bees.
- ☐ The sound Coyote made blended in with the sound of the bees.
- ☐ The sound Coyote made was very loud to scare away the bees.

Key:

Part A: B

Part B: The sound Coyote made blended in with the sound of the bees.

Rubric: (1 point) Student selects the two correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 4 | 4 | 1 | 4 | 3 | RL-6 | The student will form a conclusion about a literary text and identify details within the text that support that conclusion. |

2589



What conclusion can be drawn about the author's point of view? Support your answer with details from the passage.

| Score | Rationale | Exemplar |
|-------|---|--|
| 2 | <p>A response:</p> <ul style="list-style-type: none"> Gives sufficient evidence of the ability to make a clear inference/conclusion Includes specific examples/details that make clear reference to the text Adequately explains inference/conclusion with clearly relevant information based on the text <p>Responses may include (but are not limited to):</p> <ul style="list-style-type: none"> (conclusion) Things may be harder than they seem. (support) Bear can get honey from the tree easily. (support) Coyote has problems getting the honey and is stung by bees. | <p>The author believes that not everything is as easy as it seems. In the story, Coyote watches Bear easily get honey from the base of tree. It looks easy enough to Coyote so he decides that if he looked like Bear he could get honey. He makes himself a bear suit and dips his paw into the hive. The bees begin to sting him and he runs away with the bees chasing him. When he jumps into the river to soothe the stings, Coyote decides he will never try to get honey again. What is easy for Bear to do is not easy for Coyote.</p> |
| 1 | <p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to make an inference/conclusion Includes vague/limited | <p>The author believes that sometimes bad things happen. Coyote wanted to be like Bear. He even made himself a suit so that he could look like Bear. But the bees did not like Coyote.</p> |

| | | |
|---|---|--|
| | <p>examples/details that make reference to the text</p> <ul style="list-style-type: none"> Explains inference/conclusion with vague/limited information based on the text <p>Responses may include those listed in the 2-point response.</p> | |
| 0 | <p>A response:</p> <ul style="list-style-type: none"> Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no examples or examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no explanation or no relevant information from the text | <p>The author believes that Bear is smarter than Coyote.</p> |

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 5 | 4 | 1 | 5 | 3 | RL-3 | The student will analyze the relationship between characters' actions/interactions within the text. |

2619



This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the statement that **best** explains how the characters' actions show their relationship in the passage.

- A. The frightened bear stayed away from the coyote.
- B. The bear and coyote worked together to get honey.
- C. The coyote learned how to get honey by watching the bear.
- D. The bear learned how to get honey by watching the coyote.

Part B

Click on **all** of the sentences from the passage that **best** support your answer in part A.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

Key:

Part A: C

Part B: He knew that Bear was able to simply take the honey from the base of the tree.; If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey. (All text is selectable.)

Rubric: (1 point) Student selects the correct response in Part A and selects the two correct sentences in Part B.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 6 | 4 | 1 | 6 | 3 | RL-5 | The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning. |

2618



Read the paragraph from the passage.

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Why did the author choose to begin the passage with this paragraph? Pick **three** choices.

- ☐ to let the reader know that there is a river near the tree
- ☐ to let the reader know the season when the story takes place
- ☐ to let the reader know how the sun creates shadows in the summer
- ☐ to let the reader know that the bees stored their honey in the hollow tree
- ☐ to let the reader know that bees only make honey in the summer months
- ☐ to let the reader know that Coyote watched Bear go to the lonely tree all summer long

Key: to let the reader know the season when the story takes place; to let the reader know that the bees stored their honey in the hollow tree; to let the reader know that Coyote watched Bear go to the lonely tree all summer long

Rubric: (1 point) Student selects the three correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 7 | 4 | 1 | 7 | 3 | RL-4, L-5 | The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. |

2621



Read the sentence from the passage.

It wasn't until he attempted to put his paw down into the tree's belly that he felt the first sting.

What effect does the author create by using the phrase the tree's belly?

- (A) The author creates a playful effect by saying that the tree is hollow.
- (B) The author creates a humorous effect by comparing the tree to an animal or human.
- (C) The author creates a serious effect by saying Coyote put his paw down into the tree.
- (D) The author creates a surprising effect because the animal may be swallowed by the tree.

Key: B

Rubric: (1 point) Student selects the correct response.

Read the passage. Then answer the questions.

Man's First Flight

by Kiera Downie

Orville and Wilbur Wright became famous when they flew their airplane, the *Wright Flyer*, into the pages of history. But humans had been flying for many years before that famous event. Hot air balloons were the first way humans flew. The idea for these balloons came from China over a thousand years ago. The Chinese made a lantern to use as a signal. It was a balloon made of paper, using a candle to both light it and carry it upward. It wasn't long before people began to think that if they could make a small balloon fly, they could make a big balloon fly, too—one big enough to hold a person.

Today, the hot air balloon design is the same as the balloons in China although the materials are a little different. We now make the balloons from nylon, a strong and flexible material. They are attached to large baskets that are made of wicker and big enough to carry people. Wicker is woven wood that is strong and lightweight. The strength helps the basket hold the passengers. The light weight makes it easy for the balloon to carry the basket.

The hot air balloon flies by a simple design. The balloon is filled with hot air. Hot air weighs less than cold air. So when the hot air is trapped inside of the balloon, the balloon's response is to rise up in the cooler air surrounding it.

In order to make sure the balloon continues to float, the air is heated by burners. The burners are filled with propane which is the same fuel used in outdoor gas grills. Just like a grill, the propane is lit and burns right beneath the opening at the bottom of the balloon. That flame heats the air inside the balloon and makes it rise into the air. The balloon's pilot must turn the burner on and off to heat the air. In this way, the pilot makes the balloon move up and down. But how does a hot air balloon move from side to side?

Hot air balloons travel on natural air currents. An air current is a flow of air over the earth. We feel air currents as wind on our faces. All around the world, air flows in different directions. These currents flow in layers above the earth. Sometimes one current will flow east, but the current above it will flow west. A hot air balloon pilot uses the burner to lift the balloon into different currents. The balloon moves east, west, north, or south depending on the current it's in.

Of course, a hot air balloon also has to land. To land, the pilot has to slowly cool the air inside. The pilot opens a flap at the top of the balloon. The flap lets in cool air and releases hot air from the balloon. As the air slowly cools, the balloon drops from the sky. It is important the pilot lets the cool air in slowly, or the balloon will fall too quickly. The balloon drifts downward and eventually comes to a stop on the ground.

Once the balloon lands, the pilot releases all of the remaining air. This is called deflation. When the balloon is deflated, it lays flat as a pancake on the ground, and the passengers can leave the basket.

Hot air balloons are difficult to pilot. They only move as fast as the air currents will carry them. Because of this, we don't fly balloons to work or school. However, hot air balloons are a wonderful way to see the earth from up in the clouds. It's strange to think that a simple idea for a lantern led to the modern use of hot air balloons. It's even more strange when you learn that the way balloons fly isn't much different from the way those lanterns flew.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 8 | 4 | 1 | 8 | 2 | RI-1 | The student will identify text evidence to support a given conclusion based on the text. |

2690



Which sentence from the passage supports the conclusion that the Chinese discovered that hot air is lighter than cold air?

- Ⓐ "Hot air balloons were the first way humans flew."
- Ⓑ "The idea for these balloons came from China over a thousand years ago."
- Ⓒ "The Chinese made a lantern to use as a signal."
- Ⓓ "It was a balloon made of paper, using a candle to both light it and carry it upward."

Key: D

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 9 | 4 | 1 | 9 | 2 | RI-2 | The student will summarize the central idea in a text. |

2495



This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes the author's main idea in paragraph 1?

- ☐ Ⓐ The hot air balloon was invented before the airplane.
- ☐ Ⓑ Human flight was the idea of Orville and Wilbur Wright.
- ☐ Ⓒ Human flight, which is important to history, is over a thousand years old.
- ☐ Ⓓ The hot air balloon, the first way humans flew, was based on ancient Chinese lanterns.

Part B

Which detail from the passage **best** supports your answer in part A?

- ☐ Ⓐ "...they flew their airplane, the *Wright Flyer*, into the pages of history."
- ☐ Ⓑ "...humans had been flying for many years before that famous event."
- ☐ Ⓒ "Hot air balloons are the first way humans flew."
- ☐ Ⓓ "The idea for these balloons came from China, over a thousand years ago."

Key:

Part A: D

Part B: "The idea for these balloons came from China, over a thousand years ago."

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part B.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 10 | 4 | 1 | 11 | 3 | RI-3 | The student will form a conclusion about an informational text and identify details within the text that supports that conclusion. |

2496



This question has two parts. First, answer part A. Then, answer part B.

Part A

Which conclusion about the author's purpose is supported by the passage?

- Ⓐ to explain how a hot air balloon works
- Ⓑ to describe the history of human flight
- Ⓒ to explain how humans changed the way people flew
- Ⓓ to describe how the modern hot air balloon was created

Part B

Which sentence from the passage **best** supports your answer in part A?

- ☐ "Orville and Wilbur Wright became famous when they flew their airplane, the *Wright Flyer*, into the pages of history."
- ☐ "Today, the hot air balloon design is the same as the balloons in China although the materials are a little different."
- ☐ "The hot air balloon flies by a simple design."
- ☐ "However, hot air balloons are a wonderful way to see the earth from up in the clouds."

Key:

Part A: A

Part B: "The hot air balloon flies by a simple design."

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 11 | 4 | 1 | 11 | 3 | RI-3 | The student will form a conclusion about an informational text and identify details within the text that support that conclusion. |

2557



What conclusion can be drawn about the types of building materials used when making a hot air balloon? Support your answer with details from the passage.

| Score | Rationale | Exemplar |
|-------|---|--|
| 2 | <p>A response:</p> <ul style="list-style-type: none"> Gives sufficient evidence of the ability to make a clear inference/conclusion Includes specific examples/details that make clear reference to the text Adequately explains inference/conclusion with clearly relevant information based on the text <p>Responses may include (but are not limited to):</p> <ul style="list-style-type: none"> (conclusion) Building materials are carefully selected and must meet certain criteria (support) strong materials needed to build the basket and balloon (support) flexible materials that can expand and contract and move with the wind (support) lightweight materials that can lift off easily | <p>The building materials for a hot air balloon are selected for certain reasons. They must be strong and lightweight. The basket, made out of wicker (woven wood) will carry people, so it must be strong, but it should be lightweight, which is why nylon (a strong and flexible material) is used to make the balloon. Propane burners are used to heat the air inside the balloon. These materials help the balloon to fly.</p> |

| | | |
|---|---|---|
| 1 | <p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text <p>Responses may include those listed in the 2-point response.</p> | <p>The building materials for a hot air balloon must be strong enough to hold the people.</p> |
| 0 | <p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no examples or examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or no relevant information from the text | <p>The baskets should not be lightweight or the people will fall through.</p> |

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 12 | 4 | 1 | 12 | 4 | RI-3 | The student will analyze the interaction between elements within a text. |

2532



Read the paragraphs from the passage.

In order to make sure the balloon continues to float, the air is heated by burners. The burners are filled with propane which is the same fuel used in outdoor gas grills. Just like a grill, the propane is lit and burns right beneath the opening at the bottom of the balloon. That flame heats the air inside the balloon and makes it rise into the air. The balloon's pilot must turn the burner on and off to heat the air. In this way, the pilot makes the balloon move up and down. But how does a hot air balloon move from side to side?

Hot air balloons travel on natural air currents. An air current is a flow of air over the earth. We feel air currents as wind on our faces. All around the world, air flows in different directions. These currents flow in layers above the earth. Sometimes one current will flow east, but the current above it will flow west. A hot air balloon pilot uses the burner to lift the balloon into different currents. The balloon moves east, west, north, or south depending on the current it's in.

How does the author's use of these paragraphs add to the reader's understanding of air movement? Make **two** choices.

- ☐ The paragraphs help the reader understand that moving air feels hot.
- ☐ The paragraphs help the reader understand how to move hot and cold air.
- ☐ The paragraphs help the reader understand the use of propane gas to move air.
- ☐ The paragraphs help the reader understand that hot air balloons travel on currents.
- ☐ The paragraphs help the reader understand how hard it is for the pilot to fly a balloon.
- ☐ The paragraphs help the reader understand the role the pilot plays in moving the balloon.

Key: The paragraphs help the reader understand that hot air balloons travel on currents.; The paragraphs help the reader understand the role the pilot plays in moving the balloon.

Rubric: (1 point) Student selects the two correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 13 | 4 | 1 | 13 | 2 | RI-5 | The student will interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. |

2516



How is the second paragraph different from the ones that come after it in the passage?

- Ⓐ It describes the history of hot air balloons, while the other paragraphs describe how modern hot air balloons are made.
- Ⓑ It helps a reader understand why a hot air balloon can fly, while the other paragraphs help a reader understand how to fly one.
- Ⓒ It describes how hot air balloons carry passengers, while the other paragraphs describe how passengers get out of hot air balloons.
- Ⓓ It helps a reader understand the materials needed for building a hot air balloon, while the other paragraphs help a reader understand how to fly one.

Key: D

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 14 | 4 | 1 | 14 | 2 | L-5.a | The student will interpret the meaning of figurative phrases used in context. |

2507



Read the sentence from the passage.

When the balloon is deflated, it lays flat as a pancake on the ground, and the passengers can leave the basket.

Why does the author use the phrase "flat as a pancake"?

- Ⓐ to help the reader understand how a balloon becomes flat
- Ⓑ to help the reader understand what a flat pancake looks like
- Ⓒ to help the reader understand what a deflated balloon looks like
- Ⓓ to help the reader understand how a balloon lands on the ground

Key: C

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 15 | 4 | 1 | 14 | 2 | L-5.a | The student will analyze the impact of word choice on reader interpretation of a text. |

2508



Read the sentence from the passage.

The hot air balloon flies by a simple design. The balloon is filled with hot air. Hot air weighs less than cold air. So when the hot air is trapped inside of the balloon, the balloon's response is to rise up in the cooler air surrounding it.

How does the phrase "simple design" help the reader understand the author's thoughts about the design of a hot air balloon?

- (A) It shows that the author believes it is easy to fly a hot air balloon.
- (B) It shows that the author thinks that hot air balloons are easy to build.
- (C) It shows that the author believes the way a hot air balloon works is easy to understand.
- (D) It shows that the author thinks that it is easy to draw hot air balloons before they are built.

Key: C

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 16 | 4 | 2 | 1b | 2 | W-3.a | (Organization) The student will revise narrative texts by identifying improved narrative organizational elements such as an introduction that establishes a situation. |

2512



Liz is writing a story for her class about winning the county spelling bee. Liz wants to revise the story to include a better opening. Read the draft from her story and complete the task that follows.

For the last two years I have been the runner-up in the county-wide spelling bee. Both years I lost to Aaron Long, but I knew that this was my year. I was ready. I had won my school's spelling bee, I had studied long lists of words, and my parents had been calling words out to me for weeks. It was a beautiful spring day, and I felt confident. This was going to be my lucky day. There was no doubt that I was going to win this contest.

Choose the **best** beginning sentences to introduce the story.

- Ⓐ Spelling bees are great contests. When I was in the fourth grade, I loved getting ready for them.
- Ⓑ Winning the county-wide spelling bee was important to me. Spelling was my best subject in school.
- Ⓒ Training for a spelling bee is a lot like training for a track meet. You have to work hard to be the best, and the training is hard.
- Ⓓ My mouth was dry as I walked into the high school auditorium. It was the day of the county-wide spelling bee, and I wanted to win.

Key: D

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 17 | 4 | 2 | 3a | 3 | W-2.a | (Organization) The student will use information provided in a stimulus to write organized informational/explanatory text by a. Stating a focus (main idea) |

2680



A student is writing a report for her teacher about a recent class trip to a local museum. Read the draft of the report and complete the task that follows.

Our day at the children's museum started on the first floor, which was about life on Earth. At an exhibit on Earth's history, we dug for fossils in the Dinosaur Dig. Next was a nature display where we listened to bird songs and shook hands with a monkey.

The second floor was all about space. We got to visit a planetarium, a kind of theater that shows the night sky on a high, curved ceiling. We also learned how a telescope works. We viewed a group of stars called the Milky Way. Looking at the stars helped us understand why someone would want to become an astronaut.

Write an introduction that clearly states the main idea of the report and sets up the information to come in the body of the report.

| Score | Rationale | Exemplar |
|-------|--|---|
| 2 | <p>The response:</p> <ul style="list-style-type: none"> introduces an adequate statement of the main idea/controlling idea that reflects the stimulus as a whole provides adequate information to put the main idea/controlling idea into context does more than list points/reasons to support main idea/controlling idea—not formulaic connects smoothly to the body paragraph | <p>Our class took a trip to one of the most interesting places in our city—the children's museum. At this unusual museum kids can learn and have fun at the same time. We got to see subjects as different as dinosaurs and stars.</p> <p>Annotation: The response has a controlling idea—children's museum is "interesting" (a very 4th grade kind of "controlling idea") that does reflect the entirety of the stimulus and does add enough context for the reader to understand the stimulus (class trip). The reasons to illustrate "interesting" ("both fun and" educational, "different as dinosaurs and stars,") lead smoothly into the body paragraph. Note: Other "2" responses may not cover all the "2" criteria as thoroughly or smoothly but will nonetheless cover most of them adequately.</p> |
| 1 | The response: | Our class went to the children's museum. We learned |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> provides a partial or limited introduction of the main idea/controlling idea that partially reflects or just restates the stimulus may provide general and/or extraneous information to put the main idea/controlling idea into context may list supporting points/reasons—formulaic provides a limited and/or awkward connection to the body paragraph | <p>about fossils, stars, and monkeys. It was a great day.</p> <p>Annotation: The response generally introduces a main idea of going “to the children’s museum” although the reader has no sense of why (field trip?) or where (local?). The details are partial and listed with a limited attempt to connect to the body (it was a great day). Note: Other “1” level papers could have different strengths/weaknesses but all will have the sense of being limited.</p> |
| 0 | <p>The response:</p> <ul style="list-style-type: none"> provides no introduction or an inadequate or inappropriate main idea/controlling idea based on the stimulus provides irrelevant or no information to put the main idea/controlling idea into context; provides no connection to the body paragraph | <p>We went on a really fun trip and saw cool stuff.</p> <p>Annotation: While other “0” responses may list irrelevant information (“my family loves to go to the art museum” and/or have an unclear main idea (“field trips are fun”), this response provides an inadequate (minimal) introduction because the language is so vague. There is no context (where did they go) and there are no details (“cool stuff”) from the stimulus.</p> |

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 18 | 4 | 2 | 6b | 2 | W-1.b | (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as a. Developing the opinion with supporting evidence/reasons and elaboration |

2530



A student has written the draft of an opinion letter to his principal about the school's short recess periods. The student wants to revise the draft to add more support for his opinion. Read the draft of the letter and complete the task that follows.

Dear Principal Phillips,

I am writing to ask you to make our recess period longer. Twenty-five minutes is just not long enough for students to play. By the time we get outside, we have already lost about ten minutes of our time. What time is left does not allow us to play any active games, and we have to hurry back to class. Also, recess is the only time during the day that we can spend with our friends. Having a longer recess would make us better and happier students.

Sincerely,
Blake Hudson

Choose **two** sentences that would add the **best** support to the underlined opinion about recess.

- ☐ Most students like to play games such as softball and volleyball.
- ☐ If we had a longer recess, we would get more exercise and be healthier.
- ☐ If we had a longer recess, some students could spend some of it studying.
- ☐ In my brother's high school, the physical education periods are one hour long.
- ☐ Another problem is that the sports fields are not large enough for baseball and softball.
- ☐ Students who have more time to be active will be able to think better when they are back in class.

Key: If we had a longer recess, we would get more exercise and be healthier.; Students who have more time to be active will be able to think better when they are back in class.

Rubric: (1 point) Student selects the two correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 19 | 4 | 2 | 8 | 2 | W-3.d, W-3.d | The student will identify and use effective sensory details to convey experiences and events. |

2602



A student is writing a book report for his class about a book with a character who found a pony. Read the draft of a paragraph from the book report and complete the task that follows.

Alex lived out West and loved to take walks in the mountains and explore the canyons. One summer morning he took a walk down a pathway in a canyon behind the barn. He saw and heard a pony that seemed to need help. When Alex got closer to the pony, he saw that its hoof was caught under a rock. Alex went slowly down the path and spoke quietly to the pony. Alex was able to free the pony and take it home. Since his father could not find its owner, Alex was allowed to keep the pony.

The writer wants to replace the underlined words to make his meaning clearer. Which word would be a **better** choice?

- (A) called
- (B) talked
- (C) muttered
- (D) whispered

Key: D

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 20 | 4 | 2 | 9 | 1 | L-1, L-2, L-3b | To complete this task, the student must identify the error in subject-verb agreement and the error in the use of a coordinating conjunction. |

587



A student is writing a story for class. She needs to correct the punctuation and grammar usage mistakes in her story. Read the paragraph from the draft of her story and complete the task that follows.

We was eating supper last night when we heard a huge crash from outside. What had happened? For about ten seconds, we all sat there wondering, and looking at each other. My dad stood up, and we followed him into the yard to see what had caused the loud noise. A giant branch had fallen off the oak tree next to the house. If it had dropped just three feet to the left, it would have crashed right through the roof!

Click on the **two** sentences that contain mistakes in punctuation or grammar usage.

Key: We was eating supper last night when we heard a huge crash from outside.; For about ten seconds, we all sat there wondering, and looking at each other. (All text is selectable.)

Rubric: (1 point) Student selects the two correct sentences.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 21 | 4 | 2 | 9 | 1 | L-1, L-2, L-3b | To complete the task, students must identify the correct use of commas and quotation marks to mark direct speech and quotations. |

585



Choose the sentence that is punctuated correctly.

- Ⓐ I gave the teacher my name and was told, "that I was not in the right class."
- Ⓑ "I gave the teacher my name," and was told that I was not in the right class.
- Ⓒ "I gave the teacher my name and was told, I do not believe you are in the right class."
- Ⓓ I gave the teacher my name and was told, "I do not believe you are in the right class."

Key: D

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 22 | 4 | 3 | 4 | 2 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. |

2124



The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the **most likely** reason the author made the presentation?

- Ⓐ to explain how animals' natural behavior can be harmful
- Ⓑ to give an example of humans helping animals
- Ⓒ to prove that city lights are harmful to turtles
- Ⓓ to teach a lesson on the life cycle of turtles

Part B

Which detail from the presentation **best** supports your answer in part A?

- ☐ Baby turtles are born on the same beach as their mothers.
- ☐ Baby turtles go towards bright light because of their instincts.
- ☐ The baby turtles were guided to the ocean by a wall of people.
- ☐ Lights from houses, hotels, and airports make turtles go the wrong way.

Key:

Part A: B

Part B: The baby turtles were guided to the ocean by a wall of people.

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part B.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 23 | 4 | 3 | 4 | 2 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. |

2120



Read the sentence and the question that follows.

"People on Bonaire . . . knew the loggerhead turtles on their beach would be in trouble when they hatched."

What does the sentence mean?

- Ⓐ The people knew the turtles would rather remain on land.
- Ⓑ The people knew the turtles would need a wall to protect them.
- Ⓒ The people knew the turtles' natural behavior might lead them to danger.
- Ⓓ The people knew the turtles' natural behavior might cause problems for the airport.

Key: C

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 24 | 4 | 3 | 4 | 3 | SL-2, SL-3 | 3. The student will draw and/or support a conclusion based on content in a presentation. |

2122



Based on the presentation, which **two** statements **best** describe baby turtles?

- ☐ They depend on humans for their survival.
- ☐ They need to be underwater in order to be safe.
- ☐ They use clues in their surroundings to find their way.
- ☐ They experience the same difficulties as their mothers.
- ☐ They have trouble telling if light is from a natural source.

Key: They use clues in their surroundings to find their way.; They have trouble telling if light is from a natural source.

Rubric: (1 point) Student selects the two correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 25 | 4 | 3 | 4 | 2 | SL-2 | 1. The student will identify the key points of the presentation. |

2534



What does the author hope the listener will learn from the presentation? Pick **two** choices.

- ☐ how scientists locate black holes in space
- ☐ how important gravity is to people on Earth
- ☐ that the gravity of a black hole is very strong
- ☐ why stars help people understand the universe
- ☐ what makes black holes special in the universe
- ☐ why studying black holes can help people on Earth

Key: that the gravity of a black hole is very strong; what makes black holes special in the universe

Rubric: (1 point) Student selects the two correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 26 | 4 | 3 | 4 | 1 | SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. |

2502



According to the presentation, what happens when a star is near a black hole?

- Ⓐ The star cannot be seen.
- Ⓑ The star has more gravity than usual.
- Ⓒ The starlight is swallowed by the black hole.
- Ⓓ The starlight shines in the opposite direction from the black hole.

Key: C

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|--|
| 27 | 4 | 3 | 4 | 3 | SL-3 | 3. The student will draw and/or support a conclusion based on content in a presentation. |

2503



Which conclusion is supported by the presentation?

- Ⓐ There is more than one type of black hole.
- Ⓑ The gravity of a black hole pulls objects toward it.
- Ⓒ Black holes are some of the biggest objects in space.
- Ⓓ Scientists believe most black holes form near other objects.

Key: B

Rubric: (1 point) Student selects the correct response.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 28 | 4 | 4 | 2 | 2 | W-8, W-9 | The student will locate information from a text source to support a central idea or subtopic related to research. |

2562



A student made a plan for a research report. Read the plan and the directions that follow.

Research Report Plan

Topic: early American schools

Audience: students in social studies class

Purpose: to inform

Research Question: What were children taught in early American schools?

The student found a source for the research report. Read the source. Click on **one** sentence that has information that answers the research question.

In the early days of America, children had many jobs. Boys were expected to help their fathers with the farm work. Likewise, girls were expected to help their mothers with the housework. There wasn't much time for school. Most children who had some time for learning went to a dame school. The name of the school came from the teachers who were called dames. These teachers showed children how to recognize the letters of the alphabet, how to spell, and how to do simple math. If a family could pay for it, some boys had additional schooling from a schoolmaster.

Key: These teachers showed children how to recognize the letters of the alphabet, how to spell, and how to do simple math. (All text is selectable.)

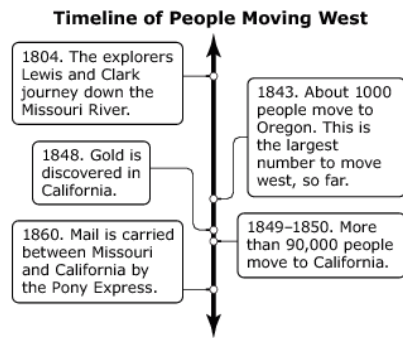
Rubric: (1 point) Student selects the correct sentence.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 29 | 4 | 4 | 2 | 2 | W-8, RI-7 | The student will interpret information from a visual source to support a given purpose related to research tasks. |

2571



A student is writing a report about the California Gold Rush. She found a timeline. Read the timeline and the directions that follow.



The student found a second source. Read the second source below. Then click on **all** of the sentences from the second source that support the information in the timeline.

In 1803, the United States bought a large piece of land from France. This was called the Louisiana Purchase. This made the United States much larger by adding land west of the Mississippi River. Later, gold was found at Sutter's Mill in California. After that, more people began to journey west. People came from all over the world to California. Most of these people wanted to find gold.

Key: Later, gold was found at Sutter's Mill in California.; After that, more people began to journey west. (All text is selectable.)

Rubric: (1 point) Student selects the two correct responses.

| Item # | Grade | Claim | Target | DOK | Item: Standards | Evidence Statement |
|--------|-------|-------|--------|-----|-----------------|---|
| 30 | 4 | 4 | 4 | 2 | W-9 | The student will select evidence to support conjectures or opinions based on evidence collected and analyzed. |

2478



A student is writing a research report about hovercraft. She found a source. Read **Source 1** and the directions that follow.

Source 1: Hovercraft by Jane Thomas

In 1955, a British man put some cans and tubes together and made the first tiny hovercraft. Hovercraft look like a ship and can float over water, land, or even swamps. They work really well in places where the land is rocky, swampy, or icy because they can float as little as six inches or as much as seven feet into the air. Hovercraft float because they have big fans that are on the bottom of the craft. The big fans lift them off the ground. This makes hovercraft very useful in places that do not have many roads. In fact, hovercraft are the best way to travel when there are no roads to follow. They are even used to save people when they need help, like during a flood.

The student took notes about hovercraft. Select **two** notes that support the author's opinion in **Source 1**.

- ☐ Hovercraft are used in many countries in the world.
- ☐ Hovercraft are now being used to give tours in many cities.
- ☐ People who love hovercraft can join clubs and take part in races.
- ☐ Some hovercraft are so small that only one person can ride in them.
- ☐ Hovercraft can help rescue teams get safely to areas where cars cannot travel.
- ☐ By floating above rocks and waves, hovercraft offer a smooth ride for passengers.

Key: Hovercraft can help rescue teams get safely to areas where cars cannot travel.; By floating above rocks and waves, hovercraft offer a smooth ride for passengers.

Rubric: (1 point) Student selects the two correct responses.