

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide

Grade 5

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Read the text. Then answer the questions.

A Cure for Carlotta (Stim ID 3470 #1-7)

by Bart King

A boy stood on deck and sniffed the salty sea air as the ship pitched back and forth. The smell of the sea was familiar and comforting. The boy's earliest memories were of being at sea with his father. They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea.

Now Enzo and his family were on a giant ship crossing the Atlantic. Also on board were hundreds of other people, mostly Italians like Enzo's family. There were more people on board than lived in his entire village back home in Trevilla.

Enzo clattered down the iron steps to the steerage deck and dove into his bunk. He rested his head against his pillow. Trevilla wasn't his home anymore. Gone was the fishing boat. Gone was the Mediterranean blue that he'd always taken for granted. Who knew what kind of home America would be?

One of the passengers was a girl named Carlotta. Her family was from Rome. Carlotta had been quick to tell him this on the first day of the voyage. "New York will not be so different from Rome," Carlotta had said. "They are both great cities, but of course Rome is better. My father has already been to America twice. He is going to open a big department store downtown. My father had a successful business in Rome; all the wealthy ladies would buy from him."

Carlotta loved to talk about herself, her family, and the rich and powerful people they knew. With so many hours to fill, Enzo did not mind. He noticed—but didn't really mind—that she never asked about him or his family. Enzo was especially hungry for any details about America. He loved hearing Carlotta's tales about life in a big city. It sounded exciting and a little scary.

Today, Carlotta was unusually quiet. Her face was pale, and she clutched her stomach with one hand and the ship's rail with the other. "Up and down, up and down, will it never stop?" she groaned.

Enzo took Carlotta's hand from the rail. He pressed his fingers on the inside of her wrist, an inch or so from the palm of her hand. "Press this place here, on your wrist," Enzo said.

Carlotta looked at him miserably. Enzo could tell that only her illness kept her from arguing with him. How well he knew that look on her face. He'd seen it on the faces of many fishermen. He smiled encouragingly. "That's right. Keep pressing."

An hour later, Carlotta found Enzo. She was still holding her fingers to her wrist. "I do feel better," she admitted. "How did you know it would work? Is your father a doctor?" she asked.

Enzo explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness. One of Enzo's uncles always wore a braided wristband with a

bead that pressed into his wrist.

Interested, Carlotta asked to hear more about Enzo's family. He explained that they were sailing to meet his mother's brothers. One was a successful stonemason in upstate New York. Another had helped construct the Brooklyn Bridge. Still another worked as a welder, joining the steel frames of the city's rising skyscrapers.

Carlotta looked at Enzo with new respect. "Why didn't you tell me any of this?"

Enzo shrugged. "You didn't ask."

Suddenly the blast of the ship's horn startled them. Looking out the porthole, Carlotta shouted, "Look! The Statue of Liberty!"

They could hear the commotion of all the passengers talking at once. Soon the ship would dock at Ellis Island. Gazing out at the mighty but silent statue, Enzo wondered what marvelous things the statue might teach if only someone asked the right question.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
1	5	1	1	2	RI-1	The student will identify text evidence to support a given inference based on the text.

2537



Which sentences **best** support the idea that the sea is important to Enzo and his family? Select **two** options.

- "They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea."
- "The boy's earliest memories were of being at sea with his father."
- "Now Enzo and his family were on a giant ship crossing the Atlantic."
- "Gone was the fishing boat."
- "Enzo explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness."
- "He explained that they were sailing to meet his mother's brothers."

Key: "The boy's earliest memories were of being at sea with his father."; "Enzo explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness."

Rubric: (1 point) Student selects both correct options.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
2	5	1	2	2	RL-2	The student will determine or summarize a theme or central idea of a text.

2504



Which statement **best** summarizes the central idea of the text?

- (A) Traveling by ship is difficult and causes sickness.
- (B) Carlotta feels very ill on the ship and Enzo knows how to help her.
- (C) There are more people on the ship than live in the entire Italian village where Enzo is from.
- (D) Traveling to an unfamiliar country is more interesting when the experiences are shared with a new friend.

Key: D

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
3	5	1	3	1	RL-4	The student will determine the intended meaning of academic/tier 2 words in a literary text.

2505



Read the sentence from the text. Then, answer the question.

A boy stood on deck and sniffed the salty sea air as the ship pitched back and forth.

What does the use of the word pitched suggest?

- (A) sudden dip
- (B) calm rocking
- (C) jerking motion
- (D) forward movement

Key: C

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
4	5	1	4	3	RL-3	The student will make an inference about a literary text and identify details within the text that support that inference.

2494



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

Part A

Which of these inferences about Enzo is supported in the text?

- Ⓐ Enzo resented having to move to America.
- Ⓑ Enzo felt confident about moving to America.
- Ⓒ Enzo cared more about fishing than moving to America.
- Ⓓ Enzo felt a sense of loss thinking about his move to America.

Part B

Which sentence from the text **best** supports your answer in part A? Select **one** option.

- "The smell of the sea was familiar and comforting."
- "There were more people on board than lived in his entire village back home in Trevilla."
- "Enzo clattered down the iron steps to the steerage deck and dove into his bunk."
- "Gone was the Mediterranean blue that he'd always taken for granted."

Key:

Part A: D

Part B: "Gone was the Mediterranean blue that he'd always taken for granted."

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
5	5	1	5	3	RL-3	The student will analyze the relationship between character actions/interactions within one text.

2527



Which statements **best** describe how the text might be different if told from Carlotta's point of view at the beginning of the story? Select **all** that apply.

- The story would include more details about Carlotta's family.
- The story would include details about Carlotta's home in Italy.
- The story would include more details about Carlotta being seasick on the ship.
- The story would include more details about Enzo and Carlotta entering Ellis Island.
- The story would include more details about Carlotta meeting Enzo for the first time.
- The story would include more details about Carlotta and the sights in New York City.

Key: The story would include more details about Carlotta's family.; The story would include details about Carlotta's home in Italy.; The story would include more details about Carlotta being seasick on the ship.

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
6	5	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.

2506



Select the statement that **best** explains why the author chose to include the **first two** paragraphs.

- (A) to show that Enzo's family planned on fishing in a new country
- (B) to explain that Enzo was comfortable sailing on ships with many people
- (C) to compare Enzo's comfort with the sea to his discomfort traveling to a new country
- (D) to suggest that Enzo noticed a difference in the size of ship and in the number of people on board

Key: C

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
7	5	1	7	3	L-5	The student will interpret the meaning of a figurative phrase used in context and analyze its impact on meaning.

2536



Read the sentence and answer the question.

Enzio was especially hungry for any details about America.

What effect does the author create by using the phrase "hungry for any details"? Select **two** options.

- an empty feeling
- a sense of curiosity
- a longing for change
- a mood of uncertainty
- a feeling of anticipation
- an atmosphere of anxiety

Key: a sense of curiosity; a feeling of anticipation

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

Read the text. Then answer the questions.

New Homes for Hermit Crabs (Stim ID 3747 #8-15)

by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

The hermit crabs in the ocean have learned to adapt to the changing housing situation. Like the good recyclers they are, hermit crabs started moving into small bottles, plastic cups, and other ocean litter. None of these are very good choices for crabs.

Now people are working to solve this hermit crab housing shortage. They are teaching beach-goers to leave seashells where they belong—at the seashore! Some people even make fake seashells that they hope the hermit crabs will like. For example, a group called Project Shellter invited people who visited their Web site to create different designs for hermit crab shells.

These designers had a lot to consider. What kind of material should be used to build a seashell? The material must be light enough for the hermit crab to carry, but strong enough to protect the crab from predators. The fake shells could not contain glue or any other substance that might harm a hermit crab. Another challenge with building a hermit crab home was the opening to the shell. Too big would mean the crab would not feel safe. Too small would be uncomfortable, and the crab would not want to move in.

Project Shellter designs were tested on hermit crabs in two aquariums. That way, project leaders could watch the crabs to find out which shells were their favorites. The most popular of these new hermit crab homes are made of plastic, but they look like real seashells.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shellter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
8	5	1	8	2	RI-1	The student will identify evidence (explicit details and/or implicit information) to support a GIVEN inference based on the text.

2620



Read the sentence and the directions that follow.

Chemical changes in the ocean waters have affected the production of seashells used by hermit crabs.

Click on the sentence from the paragraph that **best** shows this idea.

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

Key: Now there are fewer snails making shells. (All text is selectable.)

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
9	5	1	9	2	RI-2	The student will determine or summarize a central idea or topic in a text.

2617



Read the paragraph and the directions that follow.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

Which statement **best** describes the main idea of the paragraph?

- Ⓐ Moving around a lot is common for hermit crabs.
- Ⓑ Hermit crabs are larger today than they used to be.
- Ⓒ Hermit crabs are displeased with the remaining seashells in the ocean.
- Ⓓ As hermit crabs grow, fewer seashells are available for them to use as homes.

Key: D

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
10	5	1	10	2	RI-4	The student will determine the meaning of a word based on context in an informational text.

2611



The author uses a word that means "fake" in the text. Click a word in the paragraph that **best** represents that idea.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shellter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.

Key: artificial (selectable distractors are: important, real, home, wild, lucky, new)

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
11	5	1	11	3	RI-2	The student will form a conclusion about an informational text and identify details within the text that support that conclusion.

2606



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

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) Hermit crabs without access to shells are leaving themselves open for attack by predators in the ocean. • (conclusion) People leave litter on beaches that ends up in the oceans. • (conclusion) Litter has a negative impact on/is a problem for/hurts many animals in the ocean. • (support) Hermit crabs are using small bottles, plastic cups, and other ocean litter as homes. "None of these are very good choices for crabs." • (support) Hermit crabs can use the fake shells as homes instead of living 	<p>The author believes that while hermit crabs are nature's recyclers, they may move into unsuitable homes such as small bottles, plastic cups, and other litter they find in the ocean. As people litter the oceans, hermit crabs often select this litter instead of the seashells they normally would move into for homes. By moving into unsuitable homes of trash and litter, they leave themselves open for attack by predators in the ocean. "None of these are very good choices for crabs," expresses the author's disapproval of hermit crabs' attempts to use litter as homes and of people's choices to litter the oceans.</p>

	<p>in litter.</p> <ul style="list-style-type: none"> • (support) The author explains that “the ocean water is not as clean as it once was.” 	
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>Hermit crabs use trash left by humans as new homes in the ocean.</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 no 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>Hermit crabs move into bigger homes as they grow.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
12	5	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.

2612



What conclusion can be drawn about the effects people have on hermit crabs? Support your answer with details from the text.

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) People have a negative effect on hermit crabs. (support) There is now a shortage of shells due to unclean ocean water. (support) Littering harms animals. (support) People take shells off the beaches for souvenirs and for their own pet hermit crabs. (support) The ocean is not as clean as it used to be and now there changes to chemicals in ocean water. 	<p>People have a negative effect on hermit crabs for a few different reasons. First of all, people take shells off the beaches for souvenirs and for their own pet hermit crabs. Also, when looking for a new home, a hermit crab may try to use litter left behind by people. People have also caused pollution in the oceans waters, which has affected shells that hermit crabs need.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability 	<p>People cause more problems for hermit crabs than they solve. There are companies trying to</p>

	<p>to make an inference/conclusion</p> <ul style="list-style-type: none"> 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>solve the seashell shortage problems by making artificial shells, but they wouldn't need to if people weren't stealing the homes of the hermit crabs in the first place.</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 no 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>People affect hermit crabs in positive ways when they keep them as pets in their homes.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
13	5	1	12	3	RI-3	The student will analyze how conflicting information reveals the author's point of view within a text.

2614



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

Part A

Read the paragraph from the text and the directions that follow.

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

Select the statement that **best** describes what the information in the paragraph shows about the author's point of view.

- (A) The author believes that people visiting beaches can cause harm without knowing it.
- (B) The author believes that there have been a lot of changes in the quality of water in the ocean.
- (C) The author believes that snail production needs to increase to provide more homes for hermit crabs.
- (D) The author believes that people visiting beaches often don't think about how taking seashells home with them adds to the shortage of seashells for hermit crabs.

Part B

Which sentence from the text **best** supports your answer in part A? Choose **one** option.

- "One reason for the seashell shortage is that ocean water is not as clean as it once was."
- "This has caused chemical changes to sea water."
- "Now there are fewer snails making shells."
- "People visiting the beach often take shells home as souvenirs."
- "Other people even take shells for their own pet hermit crabs!"
- "They do not realize that hermit crabs in the wild need those shells too."

Key:

Part A: D

Part B: "They do not realize that hermit crabs in the wild need those shells too."

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
14	5	1	13	3	RI-5	The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

2605

What is the **best** reason the author chose to end the text with a summary?

- Ⓐ to highlight the hermit crab's ability to adapt to the environment
- Ⓑ to show how people can benefit both hermit crabs and the oceans
- Ⓒ to help the reader understand why the hermit crab changes homes
- Ⓓ to inform the reader about the damage humans have done to the ocean

Key: B

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
15	5	1	14	3	L-5	The student will analyze the impact of word choice on reader interpretation of a text.

2613



Read the sentence from the text.

Hermit crabs are nature's recyclers.

What does the use of the word recyclers suggest about the author's point of view?

- (A) It reminds readers how important it is to clean up ocean beaches.
- (B) It shows readers how to take care of litter when they are at the beach.
- (C) It shows how skilled sea creatures are at using what is available to them.
- (D) It shows how clean nature is on its own and suggests readers do the same.

Key: C

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
16	5	2	3a	3	W-2.b	(Elaboration) The student will use information provided in a stimulus to write well-developed informational/explanatory text by applying elaboration techniques such as a. Developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/exa mples

2555



A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

The student took these notes from reliable sources.

1. stay physically active with exercise
2. stay away from sugary or fried foods
3. eat healthy foods (fruits, vegetables, chicken, or fish)
4. do physical activities during recess
5. get plenty of rest

Use the student's notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report.

Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> • provides adequate relevant points/reasons/ details and/or evidence from the student notes supporting main idea/controlling idea • adequately elaborates ideas using precise words/language 	<p>Here are several simple things to do. Stay active to build muscles. It is easy to get exercise at school during recess or P.E. class, but after-school activities like running, walking, riding a bike, or playing a sport can also help out. Eat healthy foods to get vitamins and minerals. Also, do not eat too many sweets or fried foods. They may taste good, but they are horrible for the body. Get enough sleep to feel rested the next day.</p>

		<p>This will make it easier to pay attention at school.</p> <p>Annotation: The response includes appropriate information from the student notes and connects, rather than restates, the information, drawing logical conclusions—logical conclusions (e.g., “they may taste good, but they are horrible for the body;” getting adequate rest “makes it easier to pay attention”). Note: other “kinds of 2” responses may choose different details from student notes and still reflect the “2” criteria.</p>
1	<p>The response:</p> <ul style="list-style-type: none"> • provides or lists mostly general and/or limited points/reasons/details or evidence from the student notes supporting main idea/controlling idea. Some points/reasons/details may be extraneous or loosely related to the main idea. • partially elaborates ideas using general words/language 	<p>You should play at recess and go to P.E. class. Eat foods that are good for you, they will be good for your body. Don't eat junk food and get lots of sleep.</p> <p>Annotation: This response briefly restates ideas from the notes with very general attempts to elaborate or connect the ideas (“they will be good for your body” restates/defines “healthy food”). The language is very general and repetitive (“good”). Note: Other “1” papers may have different strengths/ weaknesses and still reflect the criteria for the partial or limited “1” response.</p>
0	<p>The response:</p> <ul style="list-style-type: none"> • provides minimal or no supporting points/reasons/details or evidence from the student notes supporting main ideas/controlling idea. Those points/reasons/details that are included may be unclear, repetitive, incorrect, contradictory, or interfere with the meaning of the text. • provides no appropriate elaboration and/or may use poor word choice for audience and purpose 	<p>You need to pick out the things you eat. Run, walk, and play games.</p> <p>Annotation: This “0”response makes a few vague references to ideas from the student notes, and the ideas are unelaborated. Language choices are too vague to understand how they relate to the task. Note: Other “1” responses may have different limitations.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
17	5	2	3b	2	W-2.b	(Elaboration) The student will revise informational/explanatory text by identifying the best elaboration techniques such as c. deleting details that do not support the main idea

2574



A student is writing a report about dolphins for a science assignment. Read the draft and complete the task that follows.

Dolphins are mammals that have adapted to live in the ocean. All mammals, including dolphins, share certain features. Since dolphins are mammals, they give birth to live babies. Like all mammals, dolphins produce milk for their young, are warm-blooded, and have hair. Cold-blooded animals cannot control their body temperature. Unlike fish, which have gills, dolphins breathe air using lungs. Young amphibians have gills. Dolphins must make trips to the ocean's surface to breathe. The blowhole on a dolphin's head acts as a "nose," making it easy for the dolphin to get air. Dolphins are among the few mammals that live entirely in the water.

The student needs to revise the draft to eliminate ideas that do not support the main idea. Click on **two** sentences that do **not** support the underlined main idea and so should be removed.

Key: Cold-blooded animals cannot control their body temperature.; Young amphibians have gills. (All text other than the first underlined sentence is selectable.)

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
18	5	2	6b	2	W-1.d	(Organization) The student will use information provided in a stimulus to revise organized informational/explanatory text by e. Developing an appropriate conclusion related to the opinion presented

2514



A student is writing an opinion letter to her teacher about snacks in her classroom. Read a draft of the letter and complete the task that follows.

Dear Mrs. Johnson,

I am writing to make a suggestion that you allow us students to keep healthy snacks in our desks to eat whenever we want. During class, we are often hungry, and it distracts us from our work. If we could have a snack whenever we wanted one instead of just at snack time, I think we would be able to concentrate better on our assignments. In addition, healthy snacks are good brain food. Therefore, they would help us finish our work on time and get better grades. I know you might say that the room would be too messy with all of the snacking going on, but I bet that students would agree to clean up after themselves if they could have snacks when they wanted them.

Sincerely,

Tina Young

Which sentence is the **best** closing statement for this student’s letter?

- (A) Please allow us to bring snacks that are easy to clean up and keep in our desks until snack time.
- (B) Please think about requiring students to bring only healthy snacks to school for snack time so that they will get better grades.
- (C) Please consider my request to keep healthy snacks that are easy to clean up in our desks so that we can have them when we are hungry and focus on our work.
- (D) Please ask all of the students if they would like to bring something healthy for snack time every day so that they can focus on their work.

Key: C

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
19	5	2	8	2	W-2.d, W-3.d	The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience.

2593



Annie is writing a story for her class. Read the draft of the story and complete the task that follows.

After hiking for two hours, I longed to get back to the awesome nature center at the trail head. The dusty hiking trail was taking its toll as my body was beginning to bother me. The moist air of this summer day was leaving me breathless, and the pecking of the woodpeckers was on my last nerve. To add to my problems, I was having trouble avoiding the dangerous vines on the edge of the trail that the park ranger had warned us to avoid.

The writer wants to replace the underlined words to make her meaning more exact. Which **two** sets of words would make her word choices **better**?

- feel better, ugly
- ache, poisonous
- shake, suspicious
- throb, toxic
- feel strange, drooping
- improve, tangled

Key: ache, poisonous; throb, toxic

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
20	5	2	9	1	L-2	The student will identify, edit to correct, and/or edit for correct use of 6. comma to separate an introductory element from the rest of a sentence. 20. commas and quotation marks to mark direct speech and quotations.

2575



A student wrote a sentence that contains errors in punctuation. Click to highlight the **two** words that should be followed by a comma.

Mrs. Lacey stated "Although we had searched the entire room three times we never could find the missing stapler."

Key: stated, times (All words are selectable.)

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
21	5	2	9	1	L-1, L-2, L-3b	To complete this task, students must be able to identify errors in punctuation to separate items in a series and in the use of a comma to set off the words yes and no.

920



A student wrote a sentence that contains errors in punctuation. Choose the **three** words that should be followed by a comma.

Did Jonathan do anything exciting while he was on vacation? Yes he went bowling swimming biking, and dancing.

Key: Yes, bowling, swimming (All words are selectable.)

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
22	5	3	4	1	SL-2, SL-3	1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

2128



Complete the chart to show which building materials caused the Tower of Pisa to lean and which fixed the leaning. Click in the boxes next to each material that matches the categories in the top row.

	Caused leaning	Fixed leaning
cathedral bells	<input type="checkbox"/>	<input type="checkbox"/>
steel	<input type="checkbox"/>	<input type="checkbox"/>
marble	<input type="checkbox"/>	<input type="checkbox"/>
lead weights	<input type="checkbox"/>	<input type="checkbox"/>
bell room	<input type="checkbox"/>	<input type="checkbox"/>

Key:

Caused leaning: cathedral bells, marble, bell room

Fixed leaning: steel, lead weights

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
23	5	3	4	2	SL-2, SL-3	1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

2127



Based on the presentation, which statement is suggested about the early engineers of the Tower of Pisa?

- (A) The engineers tried to fix the leaning but actually made it worse.
- (B) The engineers failed to draw plans for the tower before building it.
- (C) The engineers were able to use steel to stop the tower from leaning.
- (D) The engineers had trouble with the building because they added a third floor.

Key: A

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
24	5	3	4	3	SL-3, SL-2	3. The student will draw and/or support a conclusion based on content in a presentation.

2126



Select **two** conclusions that are supported by the presentation.

- Its cathedral bells are the reason why the Tower of Pisa leans.
- It is too dangerous to climb the Tower of Pisa because it is leaning.
- The ground that the Tower of Pisa is built on contributed to it leaning.
- A solid foundation has helped the Tower of Pisa stop leaning any further.
- The Tower of Pisa leans more today because of centuries of being out of balance.

Key: The ground that the Tower of Pisa is built on contributed to it leaning.; A solid foundation has helped the Tower of Pisa stop leaning any further.

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
25	5	3	4	2	SL-2, SL-3	1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

2479



What are the **most likely** reasons the author made the presentation? Select **two** options.

- to describe how and why crickets chirp
- to tell about the features of crickets' wings
- to explore how male crickets attract female crickets
- to show that crickets' chirping can be a pleasant sound
- to explain how crickets' chirping shows the temperature

Key: to describe how and why crickets chirp; to explain how crickets' chirping shows the temperature

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
26	5	3	4	2	SL-3, SL-2	2. The student will identify the use of supporting evidence in a presentation.

2461



Which detail from the presentation **best** supports the idea that crickets chirp for different reasons?

- Ⓐ Female crickets chirp less than males.
- Ⓑ A cricket chirp can be a warning to others.
- Ⓒ The speed of chirps changes when it gets warmer.
- Ⓓ The tone of chirps can depend on a cricket's wings.

Key: B

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
27	5	3	4	2	SL-2	3.1: The item stem will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation.

2531



Choose **two** statements that are supported by the presentation.

- Chirping can help crickets survive.
- Each cricket's chirp relates to its length.
- Cricket behavior can provide useful information.
- Female crickets chirp in response to male crickets.
- Crickets can communicate only when the temperature is right.

Key: Chirping can help crickets survive.; Cricket behavior can provide useful information.

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

Item #						Grade	Claim	Target	DO K	Item: Standards	Evidence Statement
28	5	4	3	2	W-8, RI-7	The student will analyze digital and print sources in order to locate relevant information to support research.					

2477



A student is writing a research report about the Grand Canyon. Read the sentences from his report and the directions that follow.

Many animals live in the Grand Canyon. These animals need the Colorado River which runs at the bottom of the canyon. The river gives the animals water to drink and a place to swim. Because lots of plants grow near the river, plant-eating animals can easily locate food there. Many people travel to the river in the Grand Canyon hoping to see the many different types of animals who live there.

Select **all** of the sources that would **most likely** give the student more information about the ideas he has written.

www.tripstothecanyon.com

Visit the Grand Canyon with your family. There are many things you can see on your trip. Let us help you plan your trip now!

www.canyonrivertravel.com

There are many ways to explore the Grand Canyon. People can walk or ride a boat down the river. Families can even ride donkeys on the trails.

www.grandcanyonform.com

How was the Grand Canyon made? The canyon was formed by the river that runs through the middle. See and learn about different types of rocks that are found in the Grand Canyon.

www.animalpicturesEZ123.com

Canyons are great places to take pictures of animals. Here are some tips on how to take pictures of animals.

www.wildlifeofgrandcanyon.com

Here is a list of the most common wildlife found within the Grand Canyon. Get facts about their homes, what they eat, and which ones to avoid.

www.grandcanyontrails2hike.com

The Colorado River is a good place for food and water for many types of living things. Read all about how the river helps living things in the canyon.

Key: www.wildlifeofgrandcanyon.com; www.grandcanyontrails2hike.com

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
29	5	4	4	2	W-9, W-8	The student will select evidence to support conjectures or opinions based on evidence collected and analyzed.

2560



A student is writing a report about exploring the ocean. The student wrote the following opinion: Exploring oceans is important. He found a source. Read the source. Click on **all** of the sentences that support the opinion.

Ocean researchers explore oceans and make many discoveries that are sometimes not planned. These researchers use specialized cameras and equipment to gather information. Once information is collected, the researchers record their findings. Their findings benefit living things in many ways. For example, sometimes research provides details about new sources of energy or food. At other times, research reveals how particular regions are being affected by specific climate changes. The findings of the researchers and the resources they use can create interest in the science fields.

Key: For example, sometimes research provides details about new sources of energy or food.; At other times, research reveals how particular regions are being affected by specific climate changes.; The findings of the researchers and the resources they use can create interest in the science fields. (All text is selectable.)

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

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
30	5	4	4	2	W-9, W-8	The student will select evidence to support conjectures or opinions based on evidence collected and analyzed.

2585



A student is writing a research report about musical instruments. He wrote an opinion in the report. Read the opinion and the directions that follow.

There are many kinds of musical instruments, and it can be hard to choose which one to learn how to play. When deciding what instrument to learn how to play, people often consider the size of the instrument. Many young children play the violin because violins come in tiny sizes. The sound of an instrument is also important to consider when choosing an instrument. For example, some people like the trumpet for its very loud sound. However, the best instrument to learn how to play is the piano. A piano has keys that, when pressed down, play different notes.

The student took notes about musical instruments. Choose **two** notes that support the student’s opinion.

- It is difficult to bring a piano to a party to play.
- It is very easy to play a song on the piano after just a few short lessons.
- Some people say the human voice is the most beautiful instrument of all.
- Many people enjoy listening to music, no matter what instruments are used.
- Some piano students quit because they do not like to practice or do not have time for it.
- Learning how to play the piano can help people learn how to play other instruments as well.

Key: It is very easy to play a song on the piano after just a few short lessons.; Learning how to play the piano can help people learn how to play other instruments as well.

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