



Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 4

08/01/2016



About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information¹:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 4. A separate document is available that provides a sample performance task and scoring guide for this grade level.

¹ Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the passage and answer questions 1–9.

A Rainy Day at the Farmer's Market

I heard the honking of the horn as my dad's truck pulled into the driveway. Immediately, I knew it was time to stop playing catch with my dog. My grandmother called, "Matthew! Your dad is home. Please come help him!"

I was disappointed. It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

"Matthew!" Grandmother called again.

"I'll be right there!" I yelled.

"Please get the big umbrellas from the basement," Grandmother said. "It looks like it's going to rain."

I still had to put on some shoes. I decided to wear my cowboy boots, but I couldn't find them. I looked in the front closet, upstairs, and by the back door. I could've worn my sneakers, but I really wanted to wear my boots. I knew that if I didn't hurry, everyone was going to be upset with me. Reluctantly, I put on my sneakers and went outside.

By then there were only a few crates of produce that needed to be loaded onto the truck.

"I could have used your help, son," said Dad. "Kayla helped me load all of this produce into the truck."

I knew he wasn't happy with me, and I felt bad that my sister Kayla had helped instead of me. I started to explain how I wanted to wear my boots, but couldn't find them. Then I realized how selfish I sounded.

Grandmother came outside, and I helped her carry a box of fresh baked goods. Once we were all in the truck, Dad drove toward town.

The Farmer's Market was located in a parking lot behind the town square.

Dad stopped the truck at the main entrance to check in. "Good morning, Bill," Dad said to the attendant. "What's the weather prediction?"

"It's not looking good," said Bill. He directed us to where we should park our truck.

Dad drove the truck toward our parking space, and then carefully backed in. We set up our table with fruits and vegetables on one side and baked goods on the other. Grandmother's homemade pies and cookies made my mouth water.

"We'd better put up the umbrellas in case it rains," said Dad.

I gulped. I realized I had forgotten the umbrellas. Dad, Grandma, and Kayla looked at me expectantly.

"I'll be right back!" I yelled, and took off running before anyone had a chance to say anything.

I knew that my friend Jose and his family were supposed to be at the market, so I searched for them, keeping my fingers crossed that it didn't start to rain. I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Exhausted, I continued searching through the rows of tables. I reached the last row with growing concern. If it rained, our truck would get soaked, and so would my family.

Finally I saw Jose. I ran over and almost collapsed.

"Is everything all right, Matthew?" asked Jose's mom.

I gasped for air as I explained how I forgot our umbrellas. I asked if they had any extras we could borrow.

"Of course! Jose, please help Matthew," said Jose's mom.

Then it happened: a drop of rain hit my face!

Jose and I quickly pulled out two large umbrellas from the family's truck. Jose helped me carry the big umbrellas back to our space. We had to go slowly, being careful not to bump into anyone. The market had opened for business, and it was already crowded.

We arrived just in time. As we opened the umbrellas, the few drops of rain began to turn into a steady drizzle. Dad smiled and nodded, seemingly pleased that I had solved the problem on my own. After we set up the umbrellas, Jose hurried back to his family. Luckily the rain didn't stop the crowds. But the rain sure taught me a lesson that day.

Item	Grade	Claim	Target	DOK	Standard(s)
#1	4	1	1	2	RL.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.

Matthew and his family go to the farmer's market regularly. Pick the **two** details from the passage that **best** support this inference.

- Kayla helps load the crates onto the truck.
- Matthew knows his friend Jose will be there.
- Grandmother bakes pies to sell at the market.
- Dad knows the name of the parking attendant.
- Matthew thinks the rain will allow them to stay home.

Key: B, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	4	1	2	3	RL.2

Evidence Statement

The student will determine a theme or main idea of a text.

What lesson does Matthew learn in the passage? Use details from the passage to support your answer.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine the lesson/theme/author’s message/main idea, or to summarize what happens after or during a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the lesson/theme/author’s message/main idea or summary with clearly relevant information based on the text 	<p>Matthew learned it is not good to be selfish. In the passage it says that "I could've worn my sneakers, but I really wanted to wear my boots." Well he was doing all this stuff for herself she had forgotten to get the umbrellas and she didn't help at all with getting all the produce into the truck. It says that he felt bad that his sister had helped instead of him. It also says that "I started to explain how I wanted to wear my boots, but I couldn't find them. Then I realized how selfish I sounded."</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine the lesson/theme/ author’s message/main idea, or to summarize what happens after or during a key event • Includes vague/limited examples/details that make reference to the text • Explains the lesson/theme/ author’s message/main idea or summary with vague/limited information based on the text 	<p>Matthew learns that you shouldn't forget to do things for other people. For example, when Matthew was looking for his cowboy boots, he forgot to get the umbrellas.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine the lesson/theme/message/main idea, or to summarize what happens after or during a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the lesson/theme/author’s message/main idea or summary, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the lesson/theme/author’s message/main idea or summary, but includes no explanation or no relevant information from the text 	<p>He learned that to remember things more often.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#3	4	1	3	2	RL.4

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in a literary text.

The author uses the word disappointed in the passage. Click on the group of words in the sentence that **best** shows that idea.

It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

Key: no such luck

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	4	1	3	2	RL.4

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the sentences from the passage.

Finally I saw Jose. I ran over and almost collapsed.

What does the use of the word collapsed suggest?

- Ⓐ Matthew is noisy.
- Ⓑ Matthew is very helpful.
- Ⓒ Matthew feels cheerful.
- Ⓓ Matthew feels very tired.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#5	4	1	4	3	RL.3

Evidence Statement
The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference

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

Part A

Which of these inferences about Matthew is supported by the passage?

- (A) Matthew does not get enough exercise.
- (B) Matthew wants to go to the farmer's market.
- (C) Matthew does not care if his family gets wet.
- (D) Matthew enjoys eating his grandmother's baked goods.

Part B

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

- (A) I had hoped to do what I wanted today.
- (B) Grandmother's homemade pies and cookies made my mouth water.
- (C) I realized I had forgotten the umbrellas.
- (D) I ran over and almost collapsed.

Key: Part A: D

Part B: B

Rubric: (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#6	4	1	2	2	RL.2

Evidence Statement
The student will determine key ideas and events in a text.

What happens after Matthew and Jose open the umbrellas?

- Ⓐ The rain begins to fall.
- Ⓑ The crowds begin to thin out.
- Ⓒ Matthew visits Jose and his mother at their stand.
- Ⓓ Matthew sets up the table with the fruits and vegetables.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	4	1	5	3	RL.3

Evidence Statement
The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point of view) within one text.

How does the author develop the idea that Matthew takes responsibility for his actions?

- Ⓐ Matthew stops explaining to his dad about the boots and begins helping.
- Ⓑ Matthew comes outside in time to load the last crates of produce onto the truck.
- Ⓒ Matthew is disappointed that he still must go to the market, even though it is raining.
- Ⓓ Matthew asks his friend to help him carry the umbrellas carefully through the crowd.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#8	4	1	6	3	RL.5

Evidence Statement
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.

Read the sentence from the passage.

I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Choose **two** statements that **best** explain why the author chose to include this sentence.

- to show that Matthew is good at running
- to prove that Matthew's problem is very serious
- to help the reader imagine the farmer's market
- to show that it was difficult for Matthew to find Jose
- to prove that there were many other sellers at the market besides Matthew's family
- to help the reader understand the different kinds of items that were being sold at the market

Key: C, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	4	1	6	3	RL.5

Evidence Statement
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.

How does the paragraph about Matthew looking for his cowboy boots add to the plot?

- Ⓐ Matthew takes his time finding them, which adds to the calm feeling of the story.
- Ⓑ Matthew spends a lot of time looking for them, which adds a feeling of mystery to the story.
- Ⓒ Matthew gets too busy looking for them, causing him to forget the umbrellas, which sets up the problem in the story.
- Ⓓ Matthew is unable to find them, causing him to wear his sneakers, which builds on the character description in the story.

Key: C

Rubric: (1 point) The student selects the correct option.

Read the passage and answer questions 10–15.

Dances with Animals

by Ellen R. Braaf

A honey bee returns to the hive. Sticky pollen clings to her body. Nectar fills her honey sac. She's found apple blossoms in a distant orchard. How does she tell other worker bees about this new food source? She dances!

Unlike humans, animals don't have words to help them communicate. They can't say "Hey! Look what I found," or "Keep away! This is my spot," or "Want to go steady?" Yet, animals communicate all the time. They send out signals—messages others receive and understand using their senses of smell, taste, touch, hearing, and sight.

Animals with good vision "talk" to each other with their bodies. They use patterns of movements to share information, to defend themselves or their territories, and to attract mates. Nature designs their steps, and they dance as if their lives depended on it. Often, they do.

Language of Bees

Most communication takes place among members of the same species. In dark beehives, honeycombed walls become waxy dance floors. Like a rock star swarmed by adoring fans, a bee returning from the apple orchard begins her dance. Other workers follow her as she moves forward in a straight line. She vibrates her wings and wags her body side to side very quickly—13 to 15 times a second. Then she turns to one side, circles back, and begins the waggle run again. When she finishes, she circles around—this time in the opposite direction—and repeats her steps. The dance may go on for hours.

As she traces a figure 8 on the dance floor, the follower bees touch her with their antennae. They sense the odors of apple blossom nectar and pollen clinging to her body. These workers also detect the scent she used to mark the distant flowers. A flight plan is coded in her movements. The length of the waggle run tells workers how far the flowers are from the hive. Its angle tells them how to get there. Because bees steer by the sun, the dancer links her directions to its position in the sky.

However, the position of the sun in the sky keeps changing. If the waggle dance lasts for hours, how do bees leaving the hive long after the dance has begun find their targets? Amazingly, they do. The wagging bee adjusts her dance to account for the sun's movement.

Keep Away!

"This is my spot!" Not all animals cooperate the way honey bees do. Most compete for food, territory, and mates. Fights take time and energy. Rivals risk injury and death, weakening the group as a whole. So some animals dance instead, using movements to make themselves look larger, stronger, and quicker than their competition. "Don't mess with me," they say.

Red Fish, Blue Fish

Most fish settle conflicts over territory without fighting. But Siamese fighting fish, also known as bettas, are little fish with a big mean streak. Brightly colored bettas in pet stores have been specially bred for their beautiful veil-like fins. In the wild, they live in rice paddies in Southeast Asia.

If threatened, male Siamese fighting fish switch back and forth between face-to-face and side-to-side positions. Facing each other, they flare out flaps of skin on their necks and extend their fins. This makes them seem twice their size. Side-to-side, they flicker their fins and beat the water with their tails. Tail beating gets faster and faster until one male backs down. The loser lowers his fins and puts his tail down. His bright red, blue, or purple body color fades to a dull hue. Defeated, he swims away.

Whether it is to communicate where to find something or to tell someone to "steer clear," animal dances can tell us a lot!

"Dances with Animals" by Ellen R. Braaf, from *Ask* magazine.
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Item	Grade	Claim	Target	DOK	Standard(s)
#10	4	1	8	2	RI.1

Evidence Statement
The student will identify text evidence to support a given conclusion based on the text.

Click on the **two** sentences that **best** support the idea that dancing may be a better way for animals to communicate than fighting.

Not all animals cooperate the way honey bees do. Most compete for food, territory, and mates. Fights take time and energy. Rivals risk injury and death, weakening the group as a whole. So some animals dance instead, using movements to make themselves look larger, stronger, and quicker than their competition. "Don't mess with me," they say.

Key: Fights take time and energy.; Rivals risk injury and death, weakening the group as a whole.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	4	1	9	2	RI.2

Evidence Statement
The student will determine key details in a text to complete a summary.

Read the summary of the “Red Fish, Blue Fish” section of the passage and the directions that follow.

The male betta fish would rather dance than fight. First, they turn toward each other and stretch out their skin and fins to look bigger. Then, they move side to side and quickly beat the water with their tails until one backs down. The loser lowers his fins and tail and swims away.

An important detail is missing from the summary. Click on the sentence from the passage that includes the missing detail.

If threatened, male Siamese fighting fish switch back and forth between face-to-face and side-to-side positions. Facing each other, they flare out flaps of skin on their necks and extend their fins. This makes them seem twice their size. Side-to-side, they flicker their fins and beat the water with their tails. Tail beating gets faster and faster until one male backs down. The loser lowers his fins and puts his tail down. His bright red, blue, or purple body color fades to a dull hue. Defeated, he swims away.

Key: His bright red, blue, or purple body color fades to a dull hue.

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#12	4	1	10	2	RI.4

Evidence Statement
The student will determine the meaning of a word based on its context in an informational text.

Read the sentence from the passage.

Because bees steer by the sun, the dancer links her directions to its position in the sky.

Pick the word that **best** defines position as it is used in the sentence.

- Ⓐ job
- Ⓑ opinion
- Ⓒ order
- Ⓓ place

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	4	1	11	3	RI.3

Evidence Statement

The student will make an inference about an informational text and identify details within the text that support that inference.

What inference can be made about the author's opinion of bees? Use details from the text in your answer.

Score	Rationale	Exemplar
2	<p><u>A response:</u></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>One inference I can make about the authors opinion of bees is that he really likes them and likes to learn about them. Also, I know he likes bees because he know's there language and that they dance by talking including the fact that the bees dance can go on for many hours and they wont get tierd. Also, not many people now how to speek bee but he does. So I think the author really likes bees because of every thing he wrote about them including the fact that bees can communicate to each other by dancing ,smelling, touching, hearing, and seeing.</p>
1	<p><u>A response:</u></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>An inference that can me made about the authpr's opinion of bees is interested. I think the author is interested about bees because in the section language of bees it says " Like a rock star swarmed by adoring fans, a bee returning from the apple orchard begins her dance."</p>
0	<p><u>A response:</u></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 relevant information from the text 	<p>that bees dance and fight to communicate about food and mates</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#14	4	1	9	2	RI.2

Evidence Statement
The student will determine key details to support a summary of a text.

Pick the **two** sentences that should be included in a summary of the passage.

- A bee traces a figure 8 while other bees touch her antennae.
- Bees are able to communicate with dance when the sun is in the sky.
- It takes several hours for a bee to communicate with other worker bees.
- Bees use patterns of movement to tell other worker bees how to find food.
- Bees dance to show other worker bees the direction of food but not how far away it is.
- Bees communicate by vibrating their wings, moving side to side, and turning in circles.

Key: D, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	4	1	12	3	RI.3

Evidence Statement
The student will analyze the interaction between elements within a text.

What does the information in the section “Keep Away!” show about the author’s point of view?

- Ⓐ It shows that the author thinks that bees are the best animal.
- Ⓑ It shows that the author thinks that all animal dances are frightening.
- Ⓒ It shows that the author thinks that animal dances weaken animal groups.
- Ⓓ It shows that the author thinks that animal dances are better than animal fights.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	4	2	1bE	2	W.3b

Evidence Statement

The student will revise narrative texts by identifying descriptive details and sensory language that convey events/experiences.

Parker is writing a story for her class about a dog that helps people who are blind. Parker wants to revise her story to add better detail about the main character. Read the draft paragraphs of her story and complete the task that follows.

About a year ago, a young Black Labrador puppy was adopted by a loving and helpful family. The family named the pup Bailey, and they taught her how to assist people who are blind.

Each day, Bailey learned a new skill for being a good guide dog. She learned how to listen very carefully to commands, and she also learned how to warn people when there was danger. Bailey seemed to beam with pride and happiness every time she was praised for her good work. She knew she was destined for great things in life. Bailey wanted nothing more than to help people. Bailey wagged her tail in delight when she heard, "Good girl! What a helpful dog you are!"

Finally, the day arrived for Bailey to go to her new home. A lovely lady who had lost her eyesight only a month earlier adopted the helpful dog. Bailey quickly became her faithful friend and assistant. Bailey always made sure the woman was safe both at home and in the neighborhood. In return, the woman made sure Bailey felt loved and treasured.

Choose the **best** sentence to add detail to show or explain who the main character is.

- Ⓐ The family lived in a beautiful, small home in the woods.
- Ⓑ Bailey was more helpful, loving, and intelligent than any dog the family had known.
- Ⓒ The lovely lady had three daughters and one son who all lived far away in different states.
- Ⓓ Parker met Bailey in fourth grade when a lovely lady brought her to the school for a lesson.

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	4	2	3b0	2	W.2c

Evidence Statement
The student will revise informational/explanatory text by identifying improved organizational elements such as using transition words and phrases to link ideas.

A student is writing a report for his teacher about raising frogs. Read the draft of the report and complete the task that follows.

When Robert brought the frog eggs to school, they looked like tiny jelly balls. They were attached like a bunch of grapes to a rock under the water of the aquarium tank. For several days, nothing seemed to be happening. We worried that something had gone wrong. Frog eggs will not hatch if the water is not clean enough or if the temperature is too cool. Then, one morning Kate noticed that the eggs had hatched. Tadpoles were swimming around the tank like a swarm of tiny bees. It was disappointing that we were not able to see the hatching itself. , raising frogs has been very interesting so far.

Choose the **best two** phrases to connect "It was disappointing that we were not able to see the hatching itself" and "raising frogs has been very interesting so far."

- Even so
- Later on
- Let alone
- Despite this
- For example
- In other words

Key: A, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#18	4	2-W	1a0	3	W.3a

Evidence Statement
The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by establishing a situation and introducing a narrator and/or characters.

Landon is writing a story for his class about a substitute teacher. Read the draft paragraphs and complete the task that follows.

After Mrs. Upchurch explained that she expected us to behave and follow all of the classroom rules and procedures, we realized that she knew what she was doing.

"I have been substituting in this county for over fifteen years, and I know how some students like to try to bend some of the rules a bit. I am certain that no one in this fine-looking class would do such a thing, right? I run a tight ship, but I am also very kind."

With that, she smiled, turned to the board, and began writing a new lesson for us.

My friend Jamie raised her hand. "Mrs. Upchurch, what do mean when you say run a tight ship?"

"Good question! It means that as the captain of this classroom, I make sure that you sailors are at your stations working hard and that we all sail smoothly. I hope that makes sense to you."

Jamie quickly replied, "Of course, it does. I run a tight ship, too! I have two little brothers *and* a cat to watch over."

Everyone laughed, and then we got to work.

Write an introduction that explains what is going on at the beginning of the story.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose Adequately connects to or sets up the body of the narrative 	<p>As everyone came in, they found a note on the board and the teacher’s chair empty! Jaime read the note on the board and said ‘ ‘We are going to have a substitute’ ‘,she said. Just then the door opened and closed with a slam.’ ‘Good morning everyone, I am Mrs. Upchurch.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters Provides a limited and/or awkward connection to the body of the narrative 	<p>I am Mrs. Upchurch your sub because your normal teacher is out sick. Why don’t we go over the rules first so we will all be in working order.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters Provides no connection to the body of the narrative 	<p>There was a girl name Landon she is going to make a story for her class about the substitute.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#19	4	2	8	1	W.3d, L.3a

Evidence Statement
The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience.

A student is writing a story for language arts about learning to ski. Read the draft of the story and complete the task that follows.

The student wants to make sure that he has used the right words to make his meaning clear. Click on **two** of the underlined words that he should change.

This weekend, I went skiing with my friend Jack and his family. I had never been there before, so I was really excited. The mountains looked so beautiful with their peaks covered in snow.

First, Jack's father gave me a ski lesson and I practiced for a while. Then, we rode to the ski slope on the thing that takes people to the mountain top. It was fun to slide on the skis, but I forgot how to stop and crashed into Jack. We both fell down, but we weren't hurt. Jack's dad was laughing. He helped us up and taught me how to stop again.

Key: there, thing

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	4	2	9	1	L.2b, L.2c

Evidence Statement
The student will apply or edit the use of commas and quotation marks to mark direct speech and quotations from a text.

Read the story and the question that follows.

Today, our class went to The Fishery, a local fish store, because we are learning about fish: where they live and how they are different from people. Inside the store was very dark, except for the bright lights on top of each tank.

The girl, working in the store told me that the lights are neon, and they are used to show off the bright colors of each fish.

The different fish were beautiful under the lights. They were bright blue, purple, yellow, and green.

I wanted to take all of the fish home.

What is the **best** way to correct the punctuation error in the underlined sentence?

- Ⓐ The girl working in the store told me the lights are neon, and they are used to show off the bright colors of each fish.
- Ⓑ The girl working in the store told me, the lights, are neon and they are used to show off the bright color of each fish.
- Ⓒ The girl, working in the store told me, "The lights are neon" and they are used to show off the bright colors of each fish.
- Ⓓ The girl working in the store told me, the lights are "neon," and they are used to show off the "bright colors" of each fish.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#21	4	2	9	1	L.2a

Evidence Statement
The student will apply or edit the use of capitalization in a text.

Read the paragraph and complete the task that follows.

We went to visit my uncle in Massachusetts. He lives just outside of Boston, so we went sightseeing in the City. We went to see where Paul Revere lived. He was a famous hero in the American Revolution. After that we walked through Boston Commons, a large park. Then we went to a baseball game.

Choose the underlined word that is incorrectly capitalized.

- Ⓐ uncle
- Ⓑ City
- Ⓒ Revolution
- Ⓓ park

Key: B

Rubric: (1 point) The student selects the correct option.

The Telephone Is Born

Listen to the presentation. Then answer questions 22–24.



Excerpt from *Alexander Graham Bell: Inventor of the Telephone* by Editors of Time for Kids with John Micklos, Jr. Copyright © 2006 by Time Inc. Reused with permission of Time Inc.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	4	3	4	3	SL.3

Evidence Statement
The student will identify or interpret the purpose, central idea, or key points of a presentation.

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

Part A

What is the **main** idea of the presentation?

- Ⓐ Alexander Graham Bell lived long ago.
- Ⓑ Alexander Graham Bell was an inventor.
- Ⓒ Alexander Graham Bell worked in a small lab.
- Ⓓ Alexander Graham Bell invented the telephone.

Part B

Which sentence from the presentation **best** supports the main idea?

- Ⓐ "On March 10, 1876, Alexander Graham toiled in his lab in Boston, Massachusetts."
- Ⓑ "The lab was actually a few small bedrooms in a boardinghouse."
- Ⓒ "Bell had experimented with many other machines, but those trials had ended in failure."
- Ⓓ "After years of research, the telephone was finally born."

Key: Part A: D

Part B: D

Rubric: (1 point) The student selects the correct option for Part A and the correct option in Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	4	3	4	1	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

Which detail from the presentation **best** supports the conclusion that Alexander Graham Bell was a dedicated scientist?

- Ⓐ Bell worked late at night.
- Ⓑ Bell worked in a boardinghouse lab.
- Ⓒ Bell had many failures with other machines.
- Ⓓ Bell got discouraged, but kept trying anyway.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#24	4	3	4	2	SL.3

Evidence Statement
The student will identify the use of supporting evidence in a presentation.

Choose **two** details from the presentation that support the idea that the telephone took a long time to invent.

- Bell worked hard in his small lab.
- Bell had an assistant that helped him.
- Bell worked with metal, rods, and wires.
- Bell worked on his contraption for several years.
- Bell experimented with many different machines.

Key: D, E

Rubric: (1 point) The student selects the two correct options.

Balloon Wranglers

Listen to the presentation. Then answer questions 25–27.



Item	Grade	Claim	Target	DOK	Standard(s)
#25	4	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

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

Part A

Which conclusion is supported by the presentation?

- Ⓐ The New York parade is the largest of its kind.
- Ⓑ The huge balloons in a parade are difficult to control.
- Ⓒ Balloon wranglers have a harder job than others in the parade.
- Ⓓ The main reason people like the balloons is because of who they look like.

Part B

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

- Ⓐ Many balloons look like well-known cartoons.
- Ⓑ They have to walk the whole 2.5 miles of the parade.
- Ⓒ The giant parade moves through the streets of New York City.
- Ⓓ There are between fifty and seventy wranglers for every balloon.

Key: Part A: B

Part B: D

Rubric: (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	4	3	4	2	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

“One job of the balloon wranglers is to amuse the people in the crowd.”

Which detail from the presentation **best** supports this idea?

- Ⓐ Balloon wranglers receive special training.
- Ⓑ Balloon wranglers have fun handling the balloons.
- Ⓒ Balloon wranglers make parts of the balloons move.
- Ⓓ Balloon wranglers will work no matter how bad the weather is.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	4	3	4	1	SL.2

Evidence Statement
The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

The presentation gives information about the balloons used in the Thanksgiving parade in New York City as well as information about other parts of the parade. Complete the chart by clicking in the boxes next to the information column that match whether the information describes balloons or other parts of the parade.

	Balloons	Parade
Famous Characters	<input type="checkbox"/>	<input type="checkbox"/>
Funny Clowns	<input type="checkbox"/>	<input type="checkbox"/>
Long and Tall	<input type="checkbox"/>	<input type="checkbox"/>
Colorful Floats	<input type="checkbox"/>	<input type="checkbox"/>

Key: Balloons: Famous Characters, Long and Tall

Parade: Funny Clowns, Colorful Floats

Rubric: (1 point) The student selects the correct four options.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	4	4	3	2	W.8

Evidence Statement
The student will analyze digital and print sources in order to locate relevant information to support research.

A student is writing a research report about the sky. Read the sentences from her report and the directions that follow.

It is a clear day in the summer. The sun shines brightly on your face. You lie down on the soft carpet of green grass and look up at the bright blue sky. Suddenly you ask yourself, "If air has no color, then what makes the sky blue?"

Choose **two** of the sources that would most likely give the student more information about the ideas she has written.

- "Sky High," a story about a boy who grows wings and flies high into the clouds to explore
- Art from Above*, a book which gives directions on how to paint a picture of the Earth and sky
- Pictures in the Sky*, a book which tells all about the different kinds of clouds and how they form
- Science Far Above*, a book that gives information about how light rays change the way the sky looks
- Summer Days, Summer Ways*, a book of fun things to do in the summer when you have nothing to do
- www.how_I_wonder.com, a website that explains kids' questions about how things happen in nature

Key: D, F

Rubric: (1 point) The student selects the two correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	4	4	2	2	W.8

Evidence Statement
The student will interpret information from a text source to support a given purpose related to research tasks.

A student is writing a report about chipmunks. Read the sentences from a source and the directions that follow.

There are 25 kinds of chipmunks, 24 of which live in North America. Chipmunks can also be found in Northern Asia. Female chipmunks have at least one litter per year with four or five babies who stay in the nest for up to six weeks. They look like squirrels, their bushy-tailed cousins, but they are smaller. Chipmunks live in dens with two rooms. One room is a nest lined with leaves, and the second room is where they store their food of nuts, seeds, and grains. Chipmunks hibernate in cold weather, which means they spend most of the winter sleeping in their dens.

The parts of the student's report are shown below. In which part of the report would the facts from the source **best** fit?

- Ⓐ Part A: The Family of a Chipmunk
- Ⓑ Part B: The Food a Chipmunk Eats
- Ⓒ Part C: The Appearance of a Chipmunk
- Ⓓ Part D: The Places Where a Chipmunk Lives

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#30	4	4	4	2	W.9a

Evidence Statement
The student will select evidence to support opinions based on evidence collected and analyzed.

A student is writing a research report about panda bears. He wrote an opinion in the report. Read the sentences from the report and the directions that follow.

A panda bear has black hair around its eyes, ears, nose and all across its tummy. The rest of its fur is white. A panda has a short, stubby tail. It has five claws and an extra finger, kind of like a thumb, that starts at its wrist bone. It uses this extra finger to grip and eat bamboo. Panda bears love to eat lots and lots of bamboo.

The student found another source about pandas. Choose **two** of the sentences from the source that support the student's opinion.

- A panda bear can climb trees.
- Panda bears live in the forest.
- Panda bears enjoy being alone.
- The panda mainly eats bamboo shoots.
- The panda has a thumb and five fingers.
- Panda bears can eat at least 20 pounds of bamboo a day.

Key: D, F

Rubric: (1 point) The student selects the two correct options.