

4th Grade English Language Arts

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.

1. In the following paragraph from the passage, underline 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.

2. Which sentence **best** describes the lesson that Coyote learns in this passage?
- a. Coyote learns that he does not like the taste of honey after all.
 - b. Coyote learns about the skills bears use to get food in the wild.
 - c. Coyote learns how to make a bear suit out of materials in the forest.
 - d. Coyote learns that he should not try to take things that belong to others.
3. 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.

- a. Coyote was surprised and made an unusual sound.
 - b. The sound Coyote made was meant to calm the bees.
 - c. Coyote made a sound like a bear growling to tease the bees.
 - d. The sound Coyote made blended in with the sound of the bees.
 - e. The sound Coyote made was very loud to scare away the bees.
4. What conclusion can be drawn about the author's point of view? Support your answer with details from the passage.

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

Part A

Choose 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

Underline **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.

6. 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.

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

7. 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.

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.

8. Which sentence from the passage supports the conclusion that the Chinese discovered that hot air is lighter than cold air?
- a. "Hot air balloons were the first way humans flew."
 - b. "The idea for these balloons came from China over a thousand years ago."
 - c. "The Chinese made a lantern to use as a signal."
 - d. "It was a balloon made of paper, using a candle to both light it and carry it upward."
9. 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?

- a. The hot air balloon was invented before the airplane.
- b. Human flight was the idea of Orville and Wilbur Wright.
- c. Human flight, which is important to history, is over a thousand years old.
- d. 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?

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

10. 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?

- a. to explain how a hot air balloon works
- b. to describe the history of human flight
- c. to explain how humans changed the way people flew
- d. to describe how the modern hot air balloon was created

Part B

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

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

11. 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.

12. 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.

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

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

- a. It describes the history of hot air balloons, while the other paragraphs describe how modern hot air balloons are made.
- b. It helps a reader understand why a hot air balloon can fly, while the other paragraphs help a reader understand how to fly one.
- c. It describes how hot air balloons carry passengers, while the other paragraphs describe how passengers get out of hot air balloons.
- d. 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.

14. 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”?

- a. to help the reader understand how a balloon becomes flat
- b. to help the reader understand what a flat pancake looks like
- c. to help the reader understand what a deflated balloon looks like
- d. to help the reader understand how a balloon lands on the ground

15. 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.

16. 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.

- a. Spelling bees are great contests. When I was in the fourth grade, I loved getting ready for them.
- b. Winning the county-wide spelling bee was important to me. Spelling was my best subject in school.
- c. Training for a spelling be is a lot like training for a track meet. You have to work hard to be the best, and the training is hard.
- d. 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.

17. 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.

18. 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.

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

19. 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

20. 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!

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

21. Choose the sentence that is punctuated correctly.

- a. I gave the teacher my name and was told, "that I was not in the right class."
- b. "I gave the teacher my name," and was told that I was not in the right class.
- c. "I gave the teacher my name and was told, I do not believe you are in the right class."
- d. I gave the teacher my name and was told, "I do not believe you are in the right class."

****Note: Items 22-27 are Listening Items administered separately.****

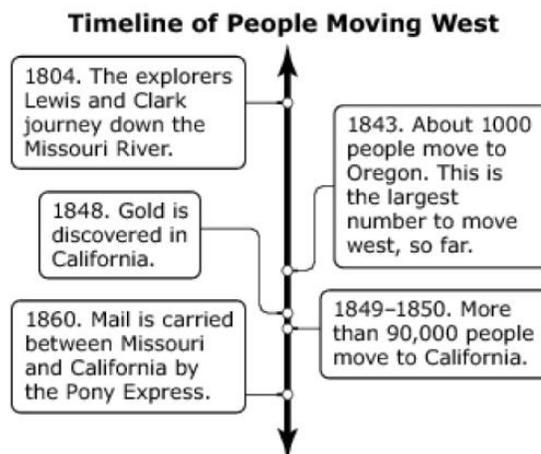
28. A student made a plan for a research report. Read the plan and the directions that follow.

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. Underline 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.

29. 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 underline **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.

30. 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**.

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

4th Grade English Language Arts

Audio Presentation (CAT Items 22-24)

A Human Wall for Baby Turtles

In this presentation you will hear what happens when baby loggerhead sea turtles are born.

Baby loggerhead sea turtles hatch from eggs on the same beach where their mothers were born. Without anyone to guide them, they follow their instincts and wiggle their way to the brightest light. If this light is the moon, they are on track to find the ocean. If the brightest light is a house, a hotel, or an airport though, the turtles go the wrong way.

People on Bonaire, an island in the Caribbean, knew the loggerhead turtles on their beach would be in trouble when they hatched. The bright lights of an airport would draw the turtles away from the ocean. So, the people decided to block out the lights of the airport with their bodies. The night the turtles hatched, people formed two human walls. With the airport lights hidden behind the people, the turtles found their own way to the ocean. The people saw the baby turtles crawl out of the sand, wiggle to the light and swim away. The human wall guided the tiny turtles' home.

The meaning of the word "instinct" is:

An action that comes naturally.

4th Grade English Language Arts

Audio Presentation (CAT Items 25-27)

What Is a Black Hole?

Black holes are areas in outer space that form when large stars explode. Unlike most explosions, which shoot matter outwards, these stars do the opposite; they fall in on themselves. In this presentation created by NASA, you will learn more about black holes including how they are different from regular holes.

Black holes are not really holes at all. They are the opposite of empty! Black holes have the most matter stuffed into the least space of any objects in the universe. Because they are so compact, they have very strong gravity.

Here on Earth, gravity is what makes things fall down, rather than just float away, when you let go of them. Gravity is what you are measuring when you step on a scale to weigh yourself. Your weight is the amount of force that Earth's gravity exerts on you. The more matter your body contains, the more you weigh. Likewise, the more matter an object has, the stronger its gravity.

The gravity of a black hole is so strong that not even light can escape. Even if a bright star is shining right next to a black hole, you cannot see the black hole. Instead of reflecting the light as other objects do, the black hole just swallows the starlight forever. Any matter that gets too close to a black hole gets swallowed up as well.

Excerpt from "Black Hole Rescue!" by NASA, from <http://spaceplace.nasa.gov/black-hole-rescue/en>. In the public domain.

4th Grade English Language Arts

Audio Presentation – A Human Wall for Baby Turtles

22. 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?

- a. to explain how animals' natural behavior can be harmful
- b. to give an example of humans helping animals
- c. to prove that city lights are harmful to turtles
- d. to teach a lesson on the life cycle of turtles

Part B

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

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

23. 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?

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

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

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

4th Grade English Language Arts

Audio Presentation – What Is a Black Hole?

25. What does the author hope the listener will learn from the presentation? Pick **two** choices.
- a. how scientists locate black holes in space
 - b. how important gravity is to people on Earth
 - c. that the gravity of a black hole is very strong
 - d. why stars help people understand the universe
 - e. what makes black holes special in the universe
 - f. why studying black holes can help people on Earth
26. According to the presentation, what happens when a star is near a black hole?
- a. The star cannot be seen.
 - b. The star has more gravity than usual.
 - c. The starlight is swallowed by the black hole.
 - d. The starlight shines in the opposite direction from the black hole.
27. Which conclusion is supported by the presentation?
- a. There is more than one type of black hole.
 - b. The gravity of a black hole pulls objects towards it.
 - c. Black holes are some of the biggest objects in space.
 - d. Scientists believe most black holes form near other objects.

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide

Grade 4

05/14/2014

Prepared by CTB McGraw-Hill Education



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.

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?

- (A) "Hot air balloons were the first way humans flew."
- (B) "The idea for these balloons came from China over a thousand years ago."
- (C) "The Chinese made a lantern to use as a signal."
- (D) "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?

- (A) The hot air balloon was invented before the airplane.
- (B) Human flight was the idea of Orville and Wilbur Wright.
- (C) Human flight, which is important to history, is over a thousand years old.
- (D) 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?

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

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

- (A) Spelling bees are great contests. When I was in the fourth grade, I loved getting ready for them.
- (B) Winning the county-wide spelling bee was important to me. Spelling was my best subject in school.
- (C) 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.
- (D) 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 <ul style="list-style-type: none"> 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?

- Ⓐ called
- Ⓑ talked
- Ⓒ muttered
- Ⓓ 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.

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

- (A) to explain how animals' natural behavior can be harmful
- (B) to give an example of humans helping animals
- (C) to prove that city lights are harmful to turtles
- (D) 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?

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

- (A) The star cannot be seen.
- (B) The star has more gravity than usual.
- (C) The starlight is swallowed by the black hole.
- (D) 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?

- (A) There is more than one type of black hole.
- (B) The gravity of a black hole pulls objects toward it.
- (C) Black holes are some of the biggest objects in space.
- (D) 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.)

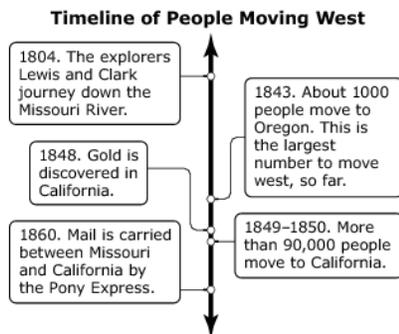
Rubric: (1 point) Student selects the correct sentence.

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.

Animal World Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity, it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, white board, or chalkboard
- Marker or chalk
- Paper and pencil for each pair/group
 - Students who need an accommodation may use their preferred tool for writing.
- Some method of displaying ancillary materials¹

Learning Goals:

- Students will understand the context of the key concepts related to the topic:
 - Animal communication is important.
 - Animals have basic needs that have to be met.
 - Animals have special features.

Students will understand the key terms:

- **Communication:** the act or process of using words, sounds, signs, or behaviors to exchange information
- **Environment:** the place where a plant or animal lives that affects its ability to live
- **Ecosystem:** an area where plants, animals, and other nonliving things live and depend on each other
- **Feature:** an important part or ability

Note: Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms in the context of the task, not memorize the definitions.

¹ Facilitators can decide whether they want to display ancillary materials using an overhead projector or computer/Smartboard, or whether they want to produce them as a handout for students.

Animal World Classroom Activity

[Purpose: The facilitator’s goal is to help students understand what animals do to survive. The students will explore the ideas that animal communication, meeting their basic needs, and having special features are ways in which animals survive. This task will allow students to be active participants as they further explore the concept of animal survival.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, a teacher-student discussion for remote locations with a single student, or small groups.

[Divide students into groups of 3-4.]

Facilitator says: “Today, we will get ready for the Animal World Performance Task, which is about animals. Let’s start by discussing what you know about what animals do to stay alive. You will have two minutes to discuss with your group what animals do to stay alive. I will write the discussion question on the chart paper/white board/chalk board.”

[Have paper and pencils available for students to record their ideas if they wish.]

[Say the discussion question as you write it on the chart paper, whiteboard, or chalkboard.]

Discussion question:

- What do animals do to stay alive?

[While students are discussing, say and write *How Animals Stay Alive* on the chart paper, whiteboard, or chalkboard.]

Facilitator says: “When I call on your group, I want one person to share with the class what your group discussed. I will record your responses under the *How Animals Stay Alive* heading that I have written.”

[Call on each group. Say and record student responses under *How Animals Stay Alive*.]

Possible student responses (*unscripted*):

- They hunt for food.
- They find water to drink.
- They build or find homes to live in.
- They protect themselves from their enemies.

Facilitator says: “Great start. Now, we are going to further discuss how animals stay alive. I am going to list some ways that animals stay alive.”

[Say and write *Communication, Food, Shelter, and Features* on the chart paper, whiteboard, or chalkboard.]

Facilitator says: “Let’s start with communication. To communicate means using words, sounds, signs, or behaviors to exchange information. Let’s focus on animal communication. We know that most animals do not use words to communicate, but they do communicate. I am going to give you some examples of how certain animals communicate. If I call on you, share with the class what you think the animal is communicating.”

Facilitator says: “I am a bee that dances near a flower. What am I telling other bees when I dance?”

[Call on a student volunteer. Note: If students do not have a response, tell them the student response that is listed below.]

Student response (unscripted):

- Where to find food.

[Acknowledge other responses; ensure the students understand that bees dance to show where they have found food.]

Facilitator says: “I am an elephant that touches another elephant’s trunk with my trunk. What am I communicating to the other elephant?”

[Call on a student volunteer. Note: If students do not have a response, tell them the student response that is listed below.]

Student response (unscripted):

- The elephants are figuring out if they know another.

[Acknowledge other responses; ensure the students understand that elephants touch trunks as a way to identify one another.]

Facilitator says: “Some animals communicate by making certain movements. For example, some deer flick up their tails when they are frightened and gorillas stick out their tongues when they are angry. It is important that animals have a form of communication. This allows them to exchange information with their own species and other species. Due to their ability to communicate, animals are able to find food, express affection, and remain safe, which are all important.”

Note: Make sure students arrive at the common understanding that:

- Animal communication is important.

[Say and record the common understanding on the chart paper, whiteboard, or chalkboard.]

Facilitator says: “We are now going to focus on some basic needs: food and shelter. An animal needs food and shelter in order to stay alive. Animals can eat meat, plants, or both plants and meat. The type of teeth that some animals have is often a clue to what it eats. When I call on you, share with the class what you know about an animal’s teeth being a clue to what it eats.”

[Call on a student volunteer. Note: If there are no student volunteers, share the possible student responses that are listed below.]

Possible student responses (*unscripted*):

- Sharp teeth are for gripping meat.
- Flat teeth are for grinding through tough plants.

[Acknowledge other responses; ensure the students understand that sharp teeth are used for gripping meat and flat teeth are for grinding through tough plant material.]

Note: For the following section, students may record their response on paper or use their preferred method of recording answers instead of using their thumb to respond.

Facilitator says: “I am going to read you an animal description. If you think the description describes an animal that eats only plants, hold your thumb toward the ceiling. If you think the description describes an animal that eats only meat, hold your thumb toward the floor. If you think the description describes an animal that eats both plants and meat, hold your thumb to either the left or right.”

[Write the following on the chart paper, whiteboard, or chalk board: *thumb up=plants only, thumb down=meat only, and thumb sideways=both plants and meat.*]

Note: For the following activity, correct misconceptions or incorrect responses by sharing the correct response with the students.

Facilitator says: “I am a leopard with many sharp teeth.”

Student Response:

- Thumb toward the floor

Facilitator says: “I am a camel with large, flat teeth.”

Student Response:

- Thumb toward the ceiling

Facilitator says: “I am a bison, a type of cow, with large, flat teeth.”

Student Response:

- Thumb toward ceiling.

Facilitator says: “I am a black bear with a mix of sharp narrow teeth and large, flat teeth.”

Student Response:

- Thumb toward either the right or the left.

Facilitator says: “Let’s move on to shelter. Animals live in places in nature that are best for them. For example, you would not find a polar bear living in a place where it is hot. The place where plants and animals live is called its environment. An animal’s environment can have a big effect on the animal being able to live. There are different types of environments all around the world. You have two

minutes to work with the people in your group to list the many different places in nature where animals live. For example, deserts or forests are examples of where animals live.”

[Give students two minutes to discuss. Walk around to ensure that the students are on task.]

Facilitator says: “When I call on your group, someone should share one or two places that your group discussed.”

[Call on each group. Record student responses on the chart paper, whiteboard, or chalkboard under the *Shelter* heading.]

Possible student responses (*unscripted*):

- Oceans
- Caves
- Arctic
- Mountains
- Plains
- Grasslands

Facilitator says: “As you can see from the list, animals live in many different places. An ecosystem is an area where living and nonliving things interact. In an ecosystem, the plants and animals depend on one another and on nonliving things to stay alive. Ecosystems are important because they provide animals with what they need in order to live.”

Note: Make sure students arrive at the common understanding that:

- Animals have basic needs that have to be met.

[Say and record the common understanding on the chart paper, whiteboard, or chalkboard.]

Facilitator says: “Lastly, we are going to discuss the special features of some animals. An animal’s special features allow it to live in a particular place or situation. An example of one of these features is the webbed feet of a seagull.”

[Show **Figure 1: Webbed Feet**. Note: For students who are visually impaired, read the description below the photo.]

Facilitator says: “The webbed feet allow this seagull to swim more easily. They help push the seagull through the water.”

Facilitator says: “Animals have special features based on what is needed for them to live in their environment. A seagull spends most of its life in or near water. It has webbed feet that allow it to be able to easily swim. Discuss with the people in your group special features that other animals have.”

[Give students two minutes to discuss. Walk around to ensure that the students are on task.]

Facilitator says: “When I call on your group, choose someone from your group who will share an animal, the animal’s special feature, and how that feature helps the animal.”



[Call on each group.]

Possible student responses (*unscripted*):

- When a skunk feels threatened, it sprays a liquid that smells bad.
- The fur on some animals that live in areas where it snows a lot turns white in the winter.

Facilitator says: “Animals have developed many different features and this has allowed each species to continue to live.”

Note: Make sure students arrive at the common understanding that:

- Animals have special features.

Facilitator says: “In your performance task, you will be learning more about animals. The group work you did today should help prepare you for the research and writing you will be doing in the performance task.”

Note: Facilitator should collect student notes.

ANCILLARY MATERIAL

Figure 1: Webbed Feet



Picture Description: This picture shows the webbed feet of a seagull. Only the lower feathered part of its body and its two webbed feet can be seen. The feet are flat. On each foot, three clawed toes face forward and skin attaches them together, all the way to the claws. This makes the seagull's feet look like small paddles. Webbed feet help the seagull swim easily. On the back of each foot, there is one clawed toe. The bird is standing on a piece of wood with the ocean in the background.

Photograph of webbed feet (Image number 4029R-340754), copyright by SuperStock. Used by permission.

4th Grade English Language Arts

Student Directions

Animals and Their Surroundings Informational Performance Task

Task:

Your school's science fair is taking place soon. Your class has decided to focus on doing science projects about animals. You become interested in learning more about where animals live. You have found three sources about this topic in the school library.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at several sources. You can look at any of the sources as often as you like.

Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.

You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

PART 1

Sources for Performance Task

Source #1

You have found an article that describes how animals survive in different environments, the places where plants and animals live.

It's a Cold (Hot, Dry, Dark) Cruel World!

by Dawn Baertlein

Living creatures survive in all types of environments. Each environment creates different challenges for animals that live there. Some living creatures survive at the bottom of the sea where it is dark as night and very cold. Other plants and animals live in dry, hot environments. People can use tools like flashlights or fans to help them survive. Animals and plants, however, must rely on nature to help them survive.

Near the South Pole, in Antarctica, it is very cold. It is usually about minus 57 degrees Fahrenheit. Water freezes at 32 degrees Fahrenheit, so Antarctica is much colder than ice. Scientists live at the South Pole, but they live in buildings with thick walls and heating. What do animals do?

Some animals have bodies that help them live in the cold. The icefish lives in water so cold that even in summer, chunks of ice continue to float in the water. How do icefish keep from freezing? The only way icefish can survive in this extreme environment is because they have a special substance in their blood that keeps ice crystals from forming inside their bodies.

Penguins have thick layers of fat or blubber to help them stay warm, but sometimes even that is not enough? Often penguins must rely on each other for survival. They cuddle up together as close as they can to share their body heat.

Another area that can be hard to live in is the dry, hot desert. People who live in the desert often wear special clothes to protect them from the heat. When they build homes they have air conditioners to keep them cool and to find water they dig wells that provide water from deep in the ground. How do animals survive in the hot, dry conditions?

Many desert animals come out only at night, when it's cool. Snakes, lizards, mice, and squirrels live in burrows. During the day, they stay under the ground and out of the sun.

In the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn't fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. Then the water quickly flows away. The cactus has roots that spread out only inches below the surface of the soil. The roots are like a big sponge, soaking up rainwater fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.



An owl nests on a cactus in the desert

The ocean has very different challenges from those of the desert. The deepest parts of the ocean are very dark and cold because the sun's rays are unable to shine through all the layers of water. Some of the very deepest parts of the ocean have thermal vents on the ocean floor that are like little volcanoes under the sea. The water coming out of the vents is very hot. Crabs survive at the bottom of the sea by scurrying around the vents looking for food.

Arctic chill, desert sun, and cold, pitch-dark ocean – these are difficult conditions that would be hard for people to survive. But nature gives plants and animals the ability to live almost anywhere.

Sources Used

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Photo of owl on cactus (Image 1598R-10034017), copyright by SuperStock. Used by permission.

Source #2

You have found an article from *Appleseeds* magazine that describes how some animals build their homes.

Animal Architects

by Donna Henes

Everybody Needs a Home

Homes protect us from weather and keep us safe and comfortable. Animals are no exception.

Humans live in a wide variety of structures. Around the world, people have designed and built their homes to suit their particular needs and ways of life. Animals do the same.

In addition to making living places, people and animals both build other structures: bridges, dams, traps, and storage areas. These structures help people and animals survive.

People and animals both use different materials and methods for their constructions. They build with wood, weave with fibers and vines, dig into the earth, and mold out of mud.

From sky-high nests to elaborate [or fancy] tunnels, the amazing works of animal architects [or building designers] rival those of the greatest human engineers. Let's take a look at some.

Beavers build lodges along the banks of lakes and ponds. Using branches they chewed apart themselves, beavers begin by building a cone-shaped frame. Then they fill in the gaps with mud and leaves. The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.

In addition to their lodges, beavers build dams. Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.

Termites build 20-foot-high mounds out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nurseries for "baby" termites, a special chamber for the king and queen, and even gardens. (A chamber is like a room.) . . .



An inside view of a termite mound

Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised “platforms” to keep them dry in case of flooding. Often, several burrows are connected, creating structures so huge they can actually be seen from space! . . .



A wombat coming out of its burrow

Bald eagles build massive nests, 4 to 5 feet across and 3 to 6 feet deep, high in tall trees. They use their beaks and amazingly strong talons [or claws] to break branches and twigs for nest material. Like beavers, eagles begin by building a stick frame. Then they weave in smaller branches and twigs for added strength and protection. Finally, eagles line their nests with grasses and other soft material to make them comfy. . . .

Take a look around you. [You may] find other examples of amazing animal architecture.

Sources Used

Henes, D. (2009). Animal architects. *Appleseeds*, 11, 16-18.

Photograph of termite mound (Image 4268R-11707), copyright by SuperStock. Used by permission.

Photograph of wombat in burrow (Image 1889R-38764), copyright by SuperStock. Used by permission.

Source #3

You have found an article that discusses plants and animals that live in the same place. The article describes how these plants and animals depend on each other to stay alive.

Don't Step in that Ecosystem!¹

by Courtney Duke

The next time you go out, take a careful look around. Maybe you see a small pond. Plants might be growing in the pond, birds might take baths in it and, if you're lucky, the pond might even be a home to tadpoles.

Any place where plants and animals live and interact [work together] with nonliving things (like air, water, and soil) is called an ecosystem. The plants and

animals in an ecosystem need each other to survive. It is important that there is a balance among all things in an ecosystem. A small change in any part of an ecosystem can have a big effect. For example, if the food that an animal eats can no longer be found, then that animal will either die or have to leave that ecosystem. When that animal is no longer a part of the ecosystem, then the rest of the living and nonliving parts of the ecosystem are affected because all parts of the ecosystem depend on each other.

All parts of an ecosystem are connected to each other. Think about an oak tree in the forest. It is a home to the bugs and birds that live in its bark and branches, and to the squirrels who make their nests in its trunk. The oak tree also provides food to other animals in the ecosystem. When its acorns are ripe, they fall to the forest floor. These rich nuts are good food for the mice and deer that eat them to fatten up for the winter. Mice save the acorns so that they have food in the winter months, and in the spring, hawks swoop down looking for a mouse meal. In a way, the oak tree helps the hawk find its food. This is an example of how the plants and animals in an ecosystem work together in order to survive.

Now think of the ocean. Imagine diving into the deep blue water. Near the surface, you see a rocky ridge of coral called a coral reef. The reef is home to many plants and animals. For example, sea plants move back and forth in the current, and fish come to feed or to hide from other living things that can harm them. Coral reefs, in fact, are home to about one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals. The number and many different types of animals that depend upon coral reefs make them one of the most important ecosystems in the world.

There are many different kinds of ecosystems, and they can be very small like a pond or very big like a coral reef ecosystem. Ecosystems are everywhere.

Sources Used

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¹ Ecosystem: an area where plants, animals, and other nonliving things live and depend on each other for survival

3. Check the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: It's a Cold (Hot, Dry, Dark) Cruel World!	Source #2: Animal Architects	Source #3: Don't Step in that Ecosystem!
Some animals have developed special body features that help them survive in the place where they live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animals and plants living together is important for their survival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animals create environments where they are protected from the weather and kept safe and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide Grade 4 Performance Task

5/16/2014



Student Directions

Animals and Their Surroundings Informational Performance Task

Task:

Your school's science fair is taking place soon. Your class has decided to focus on doing science projects about animals. You become interested in learning more about where animals live. You have found three sources about this topic in the school library.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at several sources. You can look at any of the sources as often as you like.

Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1**Sources for Performance Task****Source #1**

You have found an article that describes how animals survive in different environments, the places where plants and animals live.

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fans to help them survive. Animals and plants, however, must rely on nature to help them survive.

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Another area that can be hard to live in is the dry, hot desert. People who live in the desert often wear special clothes to protect them from the heat. When they build homes they have air conditioners to keep them cool and to find water they dig wells that provide water from deep in the ground. How do animals survive in the hot, dry conditions?

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burrows. During the day, they stay under the ground and out of the sun.

In the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn't fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. Then the water quickly flows away. The cactus has roots that spread out only inches below the surface of the soil. The roots are like a big sponge, soaking up rainwater fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.



An owl nests on a cactus in the desert

The ocean has very different challenges from those of the desert. The deepest parts of the ocean are very dark and cold because the sun's rays are unable to shine through all of the layers of water. Some of the very deepest parts of the ocean have thermal vents on the ocean floor that are like little volcanoes under the sea. The water coming out of the vents is very hot. Crabs survive at the bottom of the sea by scurrying around the vents looking for food.

Arctic chill, desert sun, and cold, pitch-dark ocean—these are difficult conditions that would be hard for people to survive. But nature gives plants and animals the ability to live almost anywhere.

Sources Used

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Photo of owl on cactus (Image *1598R-10034017*), copyright by SuperStock. Used by permission.

Source #2

You have found an article from *Appleseeds* magazine that describes how some animals build their homes.

Animal Architects

by Donna Henes

Everybody Needs a Home

Homes protect us from weather and keep us safe and comfortable. Animals are no exception.

Humans live in a wide variety of structures. Around the world, people have designed and built their homes to suit their particular needs and ways of life. Animals do the same.

In addition to making living places, people and animals both build other structures: bridges, dams, traps, and storage areas. These structures help people and animals survive.

People and animals both use different materials and methods for their constructions. They build with wood, weave with fibers and vines, dig into the earth, and mold out of mud.

From sky-high nests to elaborate [or fancy] tunnels, the amazing works of animal architects [or building designers] rival those of the greatest human engineers. Let's take a look at some.

Beavers build lodges along the banks of lakes and ponds. Using branches they chewed apart themselves, beavers begin by building a cone-shaped frame. Then they fill in the gaps with mud and leaves. The entrance

to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.

In addition to their lodges, beavers build dams. Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.

Termites build 20-foot-high mounds out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nurseries for "baby" termites, a special chamber for the king and queen, and even gardens. (A chamber is like a room.) . . .



An inside view of a termite mound

Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised "platforms" to keep them dry in case of flooding. Often, several burrows are connected, creating structures so huge they can actually be seen from space! . . .



A wombat coming out of its burrow

Bald eagles build massive nests, 4 to 5 feet across and 3 to 6 feet deep, high in tall trees. They use their beaks and amazingly strong talons [or claws] to break branches and twigs for nest material. Like beavers, eagles begin by building a stick frame. Then they weave in smaller branches and twigs for added strength and protection. Finally, eagles line their nests with grasses and other soft material to make them comfy. . . .

Take a look around you. [You may] find other examples of amazing animal architecture.

Sources Used

Henes, D. (2009). Animal architects. *Appleseeds*, 11(7), 16-18.

Photograph of termite mound (Image 4268R-11707), copyright by Superstock. Used by permission.

Photograph of wombat in burrow (Image 1889R-38764), copyright by SuperStock. Used by permission.

Source #3

You have found an article that discusses plants and animals that live in the same place. The article describes how these plants and animals depend on each other to stay alive.

Don't Step in that Ecosystem!¹

by Courtney Duke

The next time you go out, take a careful look around. Maybe you see a small pond. Plants might be growing in the pond, birds might take baths in it and, if you're lucky, the pond might even be a home to tadpoles.

Any place where plants and animals live and interact [work together] with nonliving things (like air, water, and soil) is called an ecosystem. The plants and animals in an ecosystem need each other to survive. It is important that there is a balance among all things in an ecosystem. A small change in any part of an ecosystem can have a big effect. For example, if the food that an animal eats can no longer be found, then that animal will either die or have to leave that ecosystem. When that animal is no longer a part of the ecosystem, then the rest of the living and nonliving parts of the ecosystem are affected because all parts of the ecosystem depend on each other.

All parts of an ecosystem are connected to each other. Think about an oak tree in the forest. It is a home to the bugs and birds that live in its bark and branches, and to the squirrels who make their nests in its trunk. The oak tree also provides food to other animals in the ecosystem. When its acorns are ripe, they fall to the forest floor. These rich nuts are good food for the mice and deer that eat them to fatten up for the winter.

Mice save the acorns so that they have food in the winter months, and in the spring, hawks swoop down looking for a mouse meal. In a way, the oak tree helps the hawk find its food. This is an example of how the plants and animals in an ecosystem work together in order to survive.

Now think of the ocean. Imagine diving into the deep blue water. Near the surface, you see a rocky ridge of coral called a coral reef. The reef is home to many plants and animals. For example, sea plants move back and forth in the current, and fish come to feed or to hide from other living things that can harm them. Coral reefs, in fact, are home to about one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals. The number and many different types of animals that depend upon coral reefs make them one of the most important ecosystems in the world.

There are many different kinds of ecosystems, and they can be very small like a pond or very big like a coral reef ecosystem. Ecosystems are everywhere.

¹ecosystem: an area where plants, animals, and other nonliving things live and depend on each other for survival

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Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	4	4	2	3	W-9	The student will locate information from multiple text sources to support a central idea or subtopic related to research.

2664



Source #1 discusses what some animals do to survive in their environment. Explain how the information in Source #2 adds to the reader's understanding of what some animals do to survive in their environment. Give **two** details from Source #2 to support your explanation.

Key Elements:

Source #2 (Animal Architects)

- Homes protect us from weather and keep us safe and comfortable. Animals are no exception.
- The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.
- Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.
- Besides living areas, these termite mounds have food storage areas, nurseries for “baby” termites, a special chamber for the king and queen, and even gardens.
- Inside wombat burrows, sleeping nests are built on raised “platforms” to keep them dry in case of flooding.
- Eagles line their nests with grasses and other soft material to make them comfy.

Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from the specified source that support this idea and that explain how each detail supports the idea.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from the specified source that support this idea but doesn't explain how

Continued on next page

each detail supports the idea.

OR

Response is an evidence-based explanation that provides only one piece of evidence from the specified source that supports this idea and that explains how that detail supports the idea.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) The information from Source #2 adds to the reader's understanding of what some animals do to survive in their environment by describing how some animals build their homes so that they are kept safe and comfortable. The beaver builds a dam that creates flooded areas. The beaver is then able to easily find food in these flooded areas. This is important because the way that a beaver builds its home allows it to also find food. Another example is that bald eagles line their nests with grasses and other soft materials. Eagles do this in order to make their nests more comfortable.

(1 point) The information from Source #2 adds to the reader's understanding of what some animals do to survive in their environment by describing how some animals build their homes so that they are kept safe and comfortable. The beaver builds a dam that creates flooded areas. The beaver is then able to easily find food in these flooded areas. This is important because the way that a beaver builds its home allows it to also find food.

(0 points) Different kinds of animals build different kinds of homes.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	4	4	3	4	W-8	The student will analyze digital and print sources in order to locate relevant information to support research.

2665



Which source would **most likely** be the most helpful in understanding how plants and animals work and live together to allow the place where they live to continue to grow? Explain why this source is **most likely** the most helpful. Use **two** details from the source to support your explanation.

Key Elements:

Source #3 (Don't Step in that Ecosystem!)

- Any place where plants, animals and other nonliving things (air, water, soil) live and interact together is an ecosystem. All living things are connected to each other in an ecosystem.
- Picture an oak tree in the forest. Bugs and birds make cozy homes in its bark and branches. Squirrels nest in its trunk.
- An oak tree grows acorns that mice and deer eat. A hawk comes down from the oak tree to eat the mouse.
- Some of the acorns will get covered in dirt, get watered from the rain, and grow another oak tree.
- A coral reef is home to many plants and animals.
- Fish come to eat or hide in sea plants.
- Coral reefs are home to one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals.
- This makes the reef ecosystem one of the most important in the world.

Rubric:

(2 points) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation and that explain why each detail supports the idea that it is the most helpful source.

Continued on next page

(1 point) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes one detail from that source that supports this evaluation and that explains why the detail supports the idea that it is the most helpful source.

OR

Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation but does not explain why each detail supports the idea that it is the most helpful source.

OR

Response is an evidence-based explanation that does not identify a source or correctly identify the most helpful source but includes two details from the correct source and that explains why each detail supports the idea that it is the most helpful source.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) Source #3 is the most helpful source in understanding how plants and animals work and live together so that the place where they live can continue to grow. This source is the most helpful because it describes how plants and animals are connected and depend on one another for survival. For example, when an oak tree grows acorns, the acorns drop to the ground. Mice and deer come to eat the acorns. The oak tree also provides the hawk with a meal. A hawk that is nearby may see a mouse that is gathering the acorns, so the hawk comes down to eat the mouse. Because of the acorns that the oak tree made, mice, deer, and hawks are able to eat.

(1 point) Source #3 is the most helpful source in understanding how plants and animals work and live together so that the place where they live can continue to grow. This source is the most helpful because it describes how plants and animals are connected and depend on the other for survival. When an acorn drops from an oak tree, mice and deer come to eat the acorn. This is important because the mice and deer have something to eat.

(0 points) Source #2 is the most helpful source because it describes how animals build their homes. The source describes how beavers build dams underwater and bald eagles build big nests, high in the trees.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	4	4	4	3	W-8	The student will select evidence to support opinions based on evidence collected.

2666



Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: It's a Cold (Hot, Dry, Dark) Cruel World!	Source #2: Animal Architects	Source #3: Don't Step in that Ecosystem!
Some animals have developed special body features that help them survive in the place where they live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animals and plants living together is important for their survival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animals create environments where they are protected from the weather and kept safe and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key Elements:

Some animals have developed special body features that help them survive in the place where they live:

- Source #1

Animals and plants living together is important for their survival:

- Source #3

Continued on next page

Animals create environments where they are protected from the weather and kept safe and comfortable:

1. Source #2

Rubric:

(1 point) 3 cells completed correctly

(0 points) Fewer than 3 cells completed correctly or blank

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
4	4	2	4	4	W-2b	The student will write full informational texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting evidence (from sources when appropriate to the assignment) and elaboration; and develop an appropriate conclusion related to the information or explanation presented.

2667



Student Directions

Animals and Their Surroundings Informational Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your informational article.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your pre-writing/planning as you write and then revise and edit your informational article.

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

**2-Point
Informational
Performance Task Writing Rubric (Grades 3–5)**

Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

SBAC Math CAT - 4th Grade

1. Tanya ran 400 meters on Tuesday. She ran 800 meters on Wednesday.
What is the total number of meters Tanya ran on these two days? Enter your answer in the response box.

2. Select the statement that explains how the values of the numbers 420 and 4200 are different.
- a. 4200 is 1000 times as large as 420
 - b. 4200 is 100 times as large as 420
 - c. 4200 is 10 times as large as 420
 - d. 4200 is 1 time as large as 420

3. Figure A has $\frac{4}{12}$ of its whole shaded.

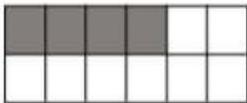
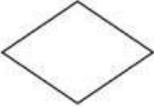
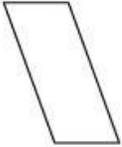


Figure A

Enter **another** fraction equal to $\frac{4}{12}$.

4. Mark the box that matches each figure with its description. Each figure may be matched to more than one description.

	Has at Least One Right Angle	Has at Least One Pair of Perpendicular Sides	Has at Least One Pair of Parallel Sides
 Rectangle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Rhombus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Parallelogram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Marcia read books over the summer. She created the picture graph shown.

Summer Reading

Month	Books
June	
July	
August	

 = 2 books

Create another picture graph that shows these data with a different key. You may use **whole books** and **half books** in your graph.

Part A: Select the key you will use.

Part B: Color books to complete your picture graph.

A. Select the key you will use.

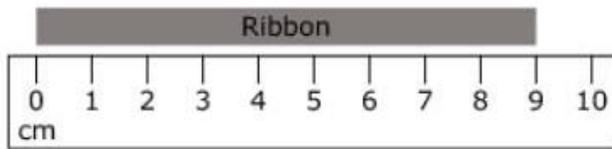
 = 3 books  = 4 books  = 5 books  = 6 books

B. New picture graph

Summer Reading

Month	Books
June	
July	
August	

6. Enter the length, in **millimeters**, of the ribbon.



7. A student claims that all fractions greater than $\frac{3}{7}$ have a denominator less than 7.

Show that the student's claim is only sometimes true.

Part A: Write one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator less than 7.

Part B: Write one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator greater than 7.

0	<p>A. Denominator less than 7</p> <div style="text-align: center; margin: 10px 0;"> $\frac{\square}{\square}$ </div>
1	
2	
3	
4	
5	
6	
7	
8	
9	
<p>B. Denominator greater than 7</p> <div style="text-align: center; margin: 10px 0;"> $\frac{\square}{\square}$ </div>	

8. A teacher gives 6 students some cards to play a game. She has 52 cards total. The teacher gives each student 1 card until all 52 cards are gone.

How many students get exactly 9 cards?

- a. 2
- b. 4
- c. 5
- d. 6

9. Find the sum.

$$\begin{array}{r} 4325 \\ + 654 \\ \hline \end{array}$$

10. Scott is reading a book that has 172 pages. Melanie is reading a book that has three times as many pages as Scott's book.

How many pages does Melanie's book have? Circle **all** the equations that represent this problem.

$172 \div 3 = \square$	$3 \times \square = 172$
$172 \times 3 = \square$	$\square \div 3 = 172$
$\square \div 172 = 3$	$172 \div \square = 3$

11. Figure A has $\frac{2}{3}$ of its whole shaded gray.



Figure A

Decide if each fraction is equal to $\frac{2}{3}$. Select Yes or No for each fraction.

	Yes	No
$\frac{4}{6}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{1}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{8}{12}$	<input type="checkbox"/>	<input type="checkbox"/>

12. Nicole is helping set up tables in the cafeteria.

- Each table in the cafeteria seats 8 students.
- Fourth grade students must fill a whole table before sitting at another table.
- There are 126 fourth grade students.

Nicole needs to know how many seats might be empty at the last table after all 126 students are sitting at a table.

She used these steps to solve the problem.

Step 1: $8 \times 14 = 112$

$$8 \times 15 = 120$$

$$8 \times 16 = 128$$

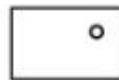
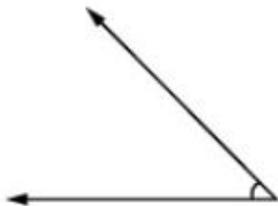
Step 2: $126 - 120 = 6$

Step 3:

Which equation could be Nicole's **Step 3** if she solved the problem correctly?

- a. $8 - 6 = 2$
- b. $6 + 15 = 21$
- c. $6 \times 8 = 48$
- d. $18 \div 6 = 3$

13. Use a protractor to measure the angle. Then write your answer in the box, in degrees.



14. A bottle holds $\frac{3}{5}$ liter of water. Sam needs 8 full bottles of water to fill his fish tank. How many liters of water does Sam need to fill the fish tank?

- a. $2 \frac{1}{5}$
- b. $4 \frac{4}{5}$
- c. $7 \frac{2}{5}$
- d. $8 \frac{3}{5}$

15. The cost of buying a movie is 4 times the cost of renting a movie. It cost \$20 to buy a movie. What is the cost, in dollars, of renting a movie?

Enter your answer in the response box.

16. Select True or False for each comparison.

	True	False
$\frac{1}{4} < \frac{2}{12}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{2}{10} > \frac{3}{5}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{4}{6} > \frac{5}{12}$	<input type="checkbox"/>	<input type="checkbox"/>

17. A pattern is generated using this rule:

Start with the number 7 as the first term and add 5.

Enter numbers into the boxes to complete the table.

Term	Number
First	7
Second	<input type="text"/>
Third	<input type="text"/>
Fourth	<input type="text"/>
Fifth	<input type="text"/>

18. Select True or False for each comparison.

	True	False
5 hundreds + 4 tens > 50 + 400	<input type="checkbox"/>	<input type="checkbox"/>
524 < 50 + 200 + 4	<input type="checkbox"/>	<input type="checkbox"/>
50 tens + 20 ones = 520	<input type="checkbox"/>	<input type="checkbox"/>

19. Select **all** the answer choices that make this inequality true.

$$2\frac{1}{8} > \square + 1 + \frac{1}{8}$$

- a. $\frac{1}{8}$
- b. $\frac{4}{8}$
- c. $\frac{10}{8}$
- d. $\frac{16}{8}$

20. Select **all** equations that are true.

- a. $\frac{4}{10} = 0.04$
- b. $\frac{17}{100} = 0.17$
- c. $\frac{9}{100} = 0.09$
- d. $\frac{6}{100} = 0.60$

21. A cat has 2 times as many toys as a puppy. The cat has 12 toys.

How many toys does the puppy have? Enter your answer in the response box.

22. Decide whether each expression is equal to $5 \times \frac{2}{4}$.

Mark in the table to respond.

	Equal to $5 \times \frac{2}{4}$	Not Equal to $5 \times \frac{2}{4}$
$2 \times \frac{1}{20}$	<input type="checkbox"/>	<input type="checkbox"/>
$4 \times \frac{2}{5}$	<input type="checkbox"/>	<input type="checkbox"/>
$10 \times \frac{1}{4}$	<input type="checkbox"/>	<input type="checkbox"/>

23. Write one number into each box to complete the subtraction problem shown.

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

$$\begin{array}{r}
 50\boxed{6} \\
 - \boxed{4}8\boxed{} \\
 \hline
 16\boxed{}8
 \end{array}$$

24. Michael eats $\frac{4}{6}$ of a bag of crackers. Erin eats $\frac{5}{6}$ of a bag of crackers.



represents one full bag of crackers

Part A: Color the spaces on the model to show how many bags of crackers Michael and Erin eat together.

Part B: Circle the answer choice that represents the total number of bags of crackers Michael and Erin eat together.

Part A:

Part B:

$\frac{9}{12}$
 $1\frac{3}{6}$
 $\frac{1}{6}$
 $1\frac{3}{12}$

25. Write one fraction from the available choices in each box to create two true comparisons.

>

<

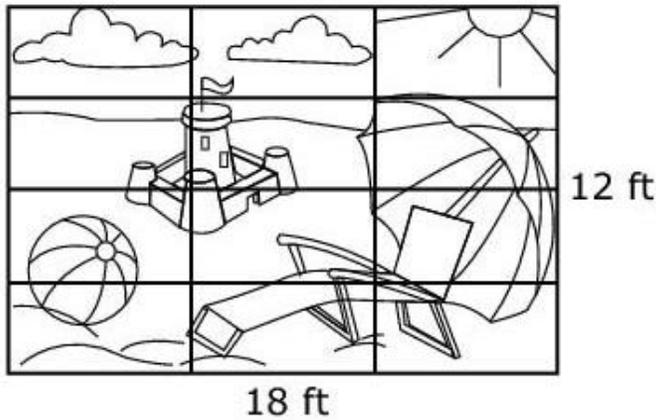
$\frac{1}{2}$
 $\frac{2}{3}$
 $\frac{3}{5}$
 $\frac{4}{6}$
 $\frac{5}{8}$
 $\frac{6}{10}$

26. Find the unknown number that makes the equation true.

$$36 \times 94 = 2700 + \square + 540 + 24$$

Enter your answer in the response box.

27. Some students are painting this backdrop for the school play.



The backdrop is taped off into 12 equal sections for the students to paint.

- Mark paints 2 times as much as Jill.
- Sam paints 3 times as much as Lou.
- Lou paints 1 section less than Mark.
- Jill paints $\frac{1}{12}$ of the backdrop.

Enter the **fraction** of the backdrop that still needs to be painted.



Smarter Balanced Assessment Consortium:

Practice Test Scoring Guide Grade 4 Mathematics

05/14/2014

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About the Practice Test Scoring Guides

The Smarter Balanced Mathematics 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 that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.
- a sample of performance tasks with open-ended response types that allow students to demonstrate knowledge related to critical thinking and application.

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
- Domain
- Target²
- Depth of Knowledge (DOK)
- Common Core State Standards for Mathematical Content (CONTENT)
- Common Core State Standards for Mathematical Practice (MP)
- Answer key or exemplar
- Static presentation of the item
- Static presentation of student response field(s)
- Rubric and applicable score points for each item

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 Grade 4 sample performance task and scoring guide.

¹ Most of these terms (Claim, Domain, Target, DOK, etc.) are defined in various other Smarter Balanced documents, as well as the Common Core State Standards for Mathematics. Refer to the *Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics* for more information.

² When more than one target is presented, the first one listed is considered the primary target for the item.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#1	1	OA, NBT	A	2	4.OA.A, 4.NBT.B.4	N/A	1200

1813



Tanya ran 400 meters on Tuesday. She ran 800 meters on Wednesday.

What is the total number of meters Tanya ran on these two days? Enter your answer in the response box.

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: 1200

Rubric: (1 point) Student enters the correct number of meters.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#2	1	NBT	D	1	4.NBT.A.1	N/A	C

1824

Select the statement that explains how the values of the numbers 420 and 4200 are different.

- (A) 4200 is 1000 times as large as 420
- (B) 4200 is 100 times as large as 420
- (C) 4200 is 10 times as large as 420
- (D) 4200 is 1 time as large as 420

Key: C

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

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#3	1	NF	F	1	4.NF.A.1	N/A	See exemplar

2030



Figure A has $\frac{4}{12}$ of its whole shaded.

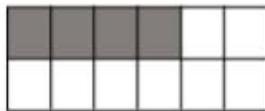


Figure A

Enter **another** fraction equal to $\frac{4}{12}$.

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: $\frac{1}{3}$ or its equivalent

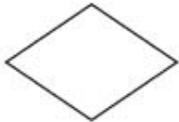
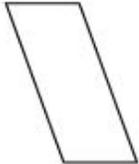
Rubric: (1 point) Student enters fraction equivalent to $\frac{4}{12}$, but not $\frac{4}{12}$.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#4	1	G	L	2	4.G.A.2	N/A	See exemplar

2031



Click in the box that matches each figure with its description. Each figure may be matched to more than one description.

	Has at Least One Right Angle	Has at Least One Pair of Perpendicular Sides	Has at Least One Pair of Parallel Sides
 Rectangle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Rhombus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Parallelogram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exemplar: (shown at right)

Rubric: (1 point) Student selects the correct shape attributes.

	Has at Least One Right Angle	Has at Least One Pair of Perpendicular Sides	Has at Least One Pair of Parallel Sides
 Rectangle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
 Rhombus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
 Parallelogram	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

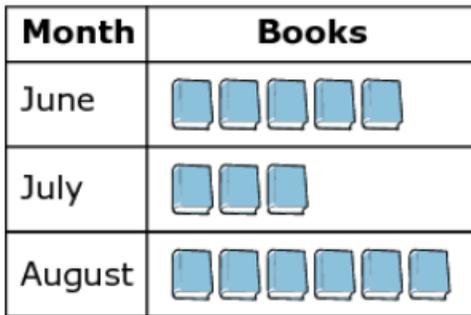
Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#5	4	MD, OA, NF	F	3	3.MD.B.3, 4.OA.B.4, 4.NF.B.4b	1, 6	See exemplar

592



Marcia read books over the summer. She created the picture graph shown.

Summer Reading



= 2 books

Create another picture graph that shows these data with a different key. You may use whole books and half books in your graph.

- Select the key you will use.
- Select books to complete your picture graph.

Exemplar: (shown at right)

Rubric: (1 point) Student selects a key and correctly completes the picture graph using that key.

A. Select the key you will use.

= 3 books
 = 4 books
 = 5 books
 = 6 books

B. New picture graph

Summer Reading

Month	Books
June	
July	
August	

A. Select the key you will use.

= 3 books
 = 4 books
 = 5 books
 = 6 books

B. New picture graph

Summer Reading

Month	Books
June	
July	
August	

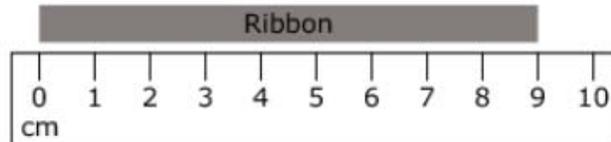
= 4 books

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#6	1	MD	I	2	4.MD.A.2	N/A	See exemplar

1897



Enter the length, in **millimeters**, of the ribbon.



←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Exemplar: Any number in the range from 89 to 91

Rubric: (1 point) Student enters a correct length within the given range.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#7	3	NF	F	2	4.NF.A.2	2, 3	See exemplar

1971



A student claims that all fractions greater than $\frac{3}{7}$ have a denominator less than 7.

Show that the student's claim is only sometimes true.

- A. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator less than 7.
- B. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator greater than 7.

0

1

2

3

4

5

6

7

8

9

Delete ✖

A. Denominator less than 7

B. Denominator greater than 7

Exemplar: (shown at right)
This is only one example of a correct response.

Rubric: (2 points) Student enters a correct fraction in both Part A **and** Part B.

(1 point) Student enters a correct fraction in either Part A **or** Part B.

0

1

2

3

4

5

6

7

8

9

Delete ✖

A. Denominator less than 7

4

6

B. Denominator greater than 7

8

9

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#8	2	OA	A	2	4.OA.A.3	1, 2	B

2025

A teacher gives 6 students some cards to play a game. She has 52 cards total. The teacher gives each student 1 card until all 52 cards are gone.

How many students get exactly 9 cards?

- (A) 2
- (B) 4
- (C) 5
- (D) 6

Key: B

Rubric: (1 point) Student selects the correct number of students.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#9	1	NBT	E	1	4.NBT.B.4	N/A	4979

1814



Enter the sum.

$$\begin{array}{r} 4325 \\ + 654 \\ \hline \end{array}$$

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: 4979

Rubric: (1 point) Student enters the correct sum.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#10	4	OA	E	2	4.OA.A.1, 3.OA.B.6	4	See exemplar

2109



Scott is reading a book that has 172 pages. Melanie is reading a book that has three times as many pages as Scott's book.

How many pages does Melanie's book have? Select **all** the equations that represent this problem.

$$172 \div 3 = \square$$

$$3 \times \square = 172$$

$$172 \times 3 = \square$$

$$\square \div 3 = 172$$

$$\square \div 172 = 3$$

$$172 \div \square = 3$$

Exemplar: (shown at right)

Rubric: (2 points) Student selects three correct equations and no incorrect equations.

(1 point) Student selects two correct equations and no incorrect equations.

$$172 \div 3 = \square$$

$$3 \times \square = 172$$

$$172 \times 3 = \square$$

$$\square \div 3 = 172$$

$$\square \div 172 = 3$$

$$172 \div \square = 3$$

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#11	1	NF	F	1	4.NF.A.1	N/A	See exemplar

1934



Figure A has $\frac{2}{3}$ of its whole shaded gray.



Figure A

Decide if each fraction is equal to $\frac{2}{3}$. Select Yes or No for each fraction.

	Yes	No
$\frac{4}{6}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{1}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{8}{12}$	<input type="checkbox"/>	<input type="checkbox"/>

Exemplar: (shown at right)

Rubric: (1 point) Student identifies which fractions are equal to or not equal to $\frac{2}{3}$ (YNY).

	Yes	No
$\frac{4}{6}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$\frac{1}{2}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$\frac{8}{12}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#12	3	OA	B	3	4.OA.A.3	1, 3	A

2079



Nicole is helping set up tables in the cafeteria.

- Each table in the cafeteria seats 8 students.
- Fourth grade students must fill a whole table before sitting at another table.
- There are 126 fourth grade students.

Nicole needs to know how many seats might be empty at the last table after all 126 students are sitting at a table.

She used these steps to solve the problem.

Step 1: $8 \times 14 = 112$

$8 \times 15 = 120$

$8 \times 16 = 128$

Step 2: $126 - 120 = 6$

Step 3:

Which equation could be Nicole's Step 3 if she solved the problem correctly?

- (A) $8 - 6 = 2$
- (B) $6 + 15 = 21$
- (C) $6 \times 8 = 48$
- (D) $18 \div 6 = 3$

Key: A

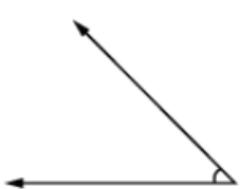
Rubric: (1 point) Student selects the correct equation.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#13	1	MD	K	1	4.MD.C.6	N/A	44-46

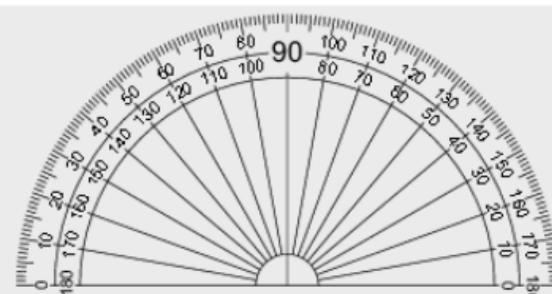
1945



- Drag the protractor to measure the angle.
- Then drag the numbers into the box to enter the measure of the angle, in degrees.



○



0	5
1	6
2	7
3	8
4	9

Key: 44-46

Rubric: (1 point) Student correctly drags a number to indicate an angle measure within the stated range.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#14	1	NF	G	2	4.NF.B.4c	N/A	B

2045

A bottle holds $\frac{3}{5}$ liter of water. Sam needs 8 full bottles of water to fill his fish tank. How many liters of water does Sam need to fill the fish tank?

- (A) $2\frac{1}{5}$
- (B) $4\frac{4}{5}$
- (C) $7\frac{2}{5}$
- (D) $8\frac{3}{5}$

Key: B

Rubric: (1 point) Student selects the correct number of liters.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#15	1	OA	A	2	4.OA.A.2	N/A	5

2133



The cost of buying a movie is 4 times the cost of renting a movie. It costs \$20 to buy a movie.

What is the cost, in dollars, of renting a movie?

Enter your answer in the response box.

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: 5

Rubric: (1 point) Student enters the correct cost.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#16	1	NF	F	2	4.NF.A.2	N/A	See exemplar

1788



Select True or False for each comparison.

	True	False
$\frac{1}{4} < \frac{2}{12}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{2}{10} > \frac{3}{5}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{4}{6} > \frac{5}{12}$	<input type="checkbox"/>	<input type="checkbox"/>

Exemplar: (shown at right)

Rubric: (1 point) Student correctly identifies all three comparisons as either true or false (FFT).

	True	False
$\frac{1}{4} < \frac{2}{12}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$\frac{2}{10} > \frac{3}{5}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$\frac{4}{6} > \frac{5}{12}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#17	1	OA	C	2	4.OA.C.5	N/A	See exemplar

1937



A pattern is generated using this rule:

Start with the number 7 as the first term and add 5.

Enter numbers into the boxes to complete the table.

Term	Number
First	7
Second	<input type="text"/>
Third	<input type="text"/>
Fourth	<input type="text"/>
Fifth	<input type="text"/>

Exemplar: (shown at right)

Rubric: (1 point) Student enters the correct numbers to complete the pattern (12, 17, 22, 27).

Term	Number
First	7
Second	<input type="text" value="12"/>
Third	<input type="text" value="17"/>
Fourth	<input type="text" value="22"/>
Fifth	<input type="text" value="27"/>

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#18	1	NBT	D	2	4.NBT.A.2	N/A	See exemplar

1990



Select True or False for each comparison.

	True	False
5 hundreds + 4 tens > 50 + 400	<input type="checkbox"/>	<input type="checkbox"/>
524 < 50 + 200 + 4	<input type="checkbox"/>	<input type="checkbox"/>
50 tens + 20 ones = 520	<input type="checkbox"/>	<input type="checkbox"/>

Exemplar: (shown at right)

Rubric: (1 point) Student correctly identifies the comparisons as true or false (TFT).

	True	False
5 hundreds + 4 tens > 50 + 400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
524 < 50 + 200 + 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>
50 tens + 20 ones = 520	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#19	3	NF	D	3	4.NF.B.3	7	See exemplar

1800



Select **all** the numbers that make this inequality true.

$$2\frac{1}{8} > \square + 1 + \frac{1}{8}$$

$\frac{1}{8}$

$\frac{4}{8}$

$\frac{10}{8}$

$\frac{16}{8}$

Exemplar: (shown at right)

Rubric: (1 point) Student selects the first and second numbers.

$\frac{1}{8}$

$\frac{4}{8}$

$\frac{10}{8}$

$\frac{16}{8}$

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#20	1	NF	H	1	4.NF.C.6	N/A	See exemplar

1981



Select **all** equations that are true.

- $\frac{4}{10} = 0.04$
- $\frac{17}{100} = 0.17$
- $\frac{9}{100} = 0.09$
- $\frac{6}{100} = 0.60$

Exemplar: (shown at right)

Rubric: (1 point) Student selects the second and third equations.

- $\frac{4}{10} = 0.04$
- $\frac{17}{100} = 0.17$
- $\frac{9}{100} = 0.09$
- $\frac{6}{100} = 0.60$

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#21	1	OA	A	2	4.OA.A.2	N/A	6

1811



A cat has 2 times as many toys as a puppy. The cat has 12 toys.

How many toys does the puppy have? Enter your answer in the response box.

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: 6

Rubric: (1 point) Student enters the correct number of toys.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#22	1	NF	G	2	4.NF.B.4b	N/A	See exemplar

1815



Decide whether each expression is equal to $5 \times \frac{2}{4}$.

Click in the table to respond.

	Equal to $5 \times \frac{2}{4}$	Not Equal to $5 \times \frac{2}{4}$
$2 \times \frac{1}{20}$	<input type="checkbox"/>	<input type="checkbox"/>
$4 \times \frac{2}{5}$	<input type="checkbox"/>	<input type="checkbox"/>
$10 \times \frac{1}{4}$	<input type="checkbox"/>	<input type="checkbox"/>

Exemplar: (shown at right)

Rubric: (1 point) Student correctly identifies the expressions as "Equal to" or "Not Equal to" the given expression (NNE).

	Equal to $5 \times \frac{2}{4}$	Not Equal to $5 \times \frac{2}{4}$
$2 \times \frac{1}{20}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$4 \times \frac{2}{5}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$10 \times \frac{1}{4}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#23	2	NBT	A	2	4.NBT.B.4	1	See exemplar

579



Drag one number into each box to complete the subtraction problem shown.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Delete 

$$\begin{array}{r}
 50\boxed{}6 \\
 - \boxed{}48\boxed{} \\
 \hline
 16\boxed{}8
 \end{array}$$

Exemplar: (shown at right)

Rubric: (1 point) Student drags correct numbers into each box to complete the subtraction problem.

$$\begin{array}{r}
 50\boxed{9}6 \\
 - \boxed{3}48\boxed{8} \\
 \hline
 16\boxed{0}8
 \end{array}$$

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#24	1	NF	G	1	4.NF.B.3	N/A	See exemplar

1942



Michael eats $\frac{4}{6}$ of a bag of crackers. Erin eats $\frac{5}{6}$ of a bag of crackers.

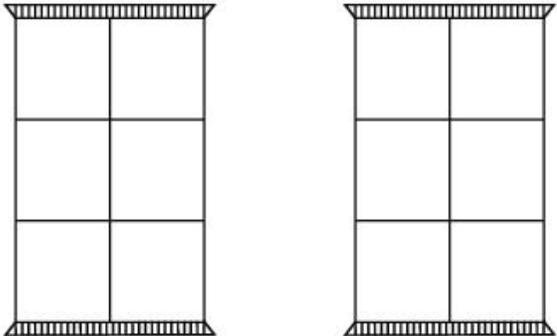


represents one full bag of crackers

Part A: Click the spaces on the model to show how many bags of crackers Michael and Erin eat together.

Part B: Click on the total number of bags of crackers Michael and Erin eat together.

Part A:



Part B:

$\frac{9}{12}$ $1\frac{3}{6}$ $\frac{1}{6}$ $1\frac{3}{12}$

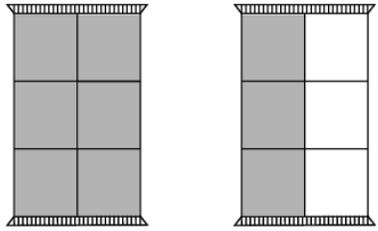
Exemplar: (sample shown at right)
Other correct responses are possible.

Rubric:

Part A: (1 point) Student builds any model that correctly represents the fraction addition problem.

Part B: (1 point) Student selects the correct number of bags ($1\frac{3}{6}$).

Part A:



Part B:

$\frac{9}{12}$ $1\frac{3}{6}$ $\frac{1}{6}$ $1\frac{3}{12}$

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#25	3	NF	A	3	4.NF.A.2	6	See exemplar

1943



Drag one fraction to each box to create two true comparisons.

>

<

$\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{5}$ $\frac{4}{6}$ $\frac{5}{8}$ $\frac{6}{10}$

Exemplar: $\frac{2}{3} > \frac{1}{2}$, $\frac{3}{5} < \frac{4}{6}$ (Other correct responses are possible)

Rubric: (2 points) Student creates two true comparisons.

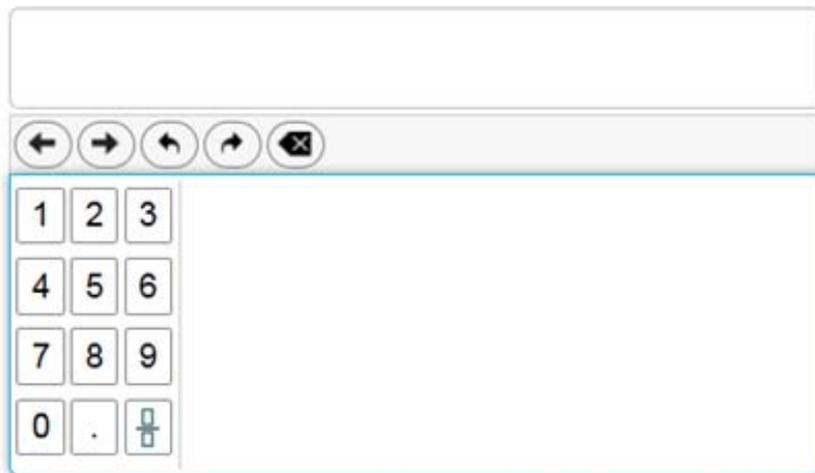
(1 point) Student creates one true comparison.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#26	1	NBT	E	2	4.NBT.B.5	N/A	120

1817

Enter the unknown number that makes the equation true.

$$36 \times 94 = 2700 + \square + 540 + 24$$



Key: 120

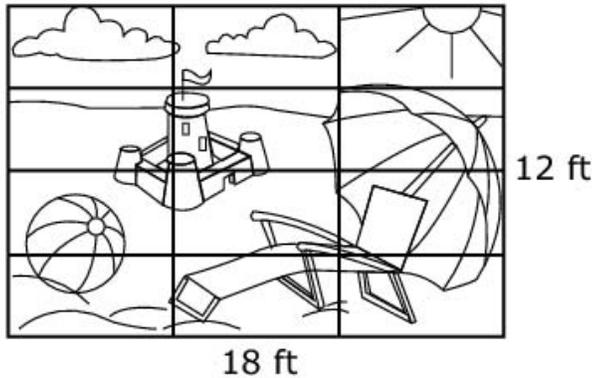
Rubric: (1 point) Student enters the correct number.

Item	Claim	Domain	Target	DOK	CONTENT	MP	Key
#27	4	NF, OA	A	2	4.NF.B, 4.OA.A.2	2	$\frac{5}{12}$

1896



Some students are painting this backdrop for the school play.



The backdrop is taped off into 12 equal sections for the students to paint.

- Mark paints 2 times as much as Jill.
- Sam paints 3 times as much as Lou.
- Lou paints 1 section less than Mark.
- Jill paints $\frac{1}{12}$ of the backdrop.

Enter the **fraction** of the backdrop that still needs to be painted.

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: $\frac{5}{12}$ or its equivalent

Rubric: (1 point) Student enters a correct fraction.

SBA Math - 4th Grade - Classroom Activity

Trip to the Zoo Performance Task Classroom Interaction

Resources needed:

- chalkboard or some manner for recording and displaying student responses
- projector or some manner to share photographs

Setting the Context

Facilitator says: “Today we are going to talk about how much money a day at the zoo might cost.”

Facilitator asks: “Have you ever been to the zoo?” [Wait for responses.]

Facilitator says: “A zoo is a place where animals from all over the world are kept. Many cities and towns have their own zoos. People from the cities and towns can visit the zoo and see many different types of animals.”

Facilitator displays Figure 1 on the projector or other display.

Figure 1



Creative Commons Attribution-Share Alike 3.0 Unported (CC BY-SA 3.0)

A sculpture of an elephant at the entrance of the San Diego Zoo in San Diego, California, USA.

By: cBurnett

http://en.wikipedia.org/wiki/File:San_Diego_Zoo_entrance_elephant.jpg

Facilitator says: “Here is a picture of the entrance to a famous zoo in San Diego, California. It has a special sculpture in the shape of an elephant, since elephants are one of the animals that can be seen there.”

Facilitator displays Figure 2 and Figure 3 on projector or other display.

Figure 2



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Tiger in Berlin Tierpark

By Softeis

http://commons.wikimedia.org/wiki/File:Tiger_berlin-5.JPG

Figure 3



Creative Commons Attribution-Share Alike 3.0 Unported (CC BY-SA 3.0)

Giants of the Savanna Exhibit

By Kevin1086

http://en.wikipedia.org/wiki/File:Giants_of_the_Savanna_Inhabitants.jpg

Facilitator says: “Here are some pictures of some of the different animals you can see at the zoo.”

Facilitator says: “Zoos have animals like tigers, giraffes, zebras, monkeys, and elephants. They also have other things for kids and families to enjoy.”

Facilitator asks: “What things might kids and families do at a zoo, other than look at the animals?”
[Wait for responses; write responses on the board.]

Facilitator says: “Zoos have cafeterias and food stands, so that visitors can eat lunch.”

Facilitator says: “Many zoos also have gift shops. This is where visitors can buy gifts and other things to remember their trip with.”

Facilitator asks: “What are some things visitors might buy at a zoo’s gift shop?”
[Wait for responses; write responses on the board. Responses might include: stuffed animals, postcards, picture frames, calendars, note cards, pens, magnets, etc. If these are not raised, the Facilitator will introduce these ideas.]

Facilitator says: “For our discussion and for the task you will be working on, we will be thinking about how much money a group might need for a trip to the zoo.”

Modeling a Process

Facilitator says: “Let’s assume we are planning to take a trip to the zoo. We only have a certain amount of money, so we want to make sure we will have enough to pay for the trip for all of us.”

Facilitator asks: “What might we spend money on during our trip to the zoo?” [Wait for responses; write responses on the board. Responses should include tickets to the zoo, food for lunch, and gifts from the gift shop. If these are not raised, the Facilitator will introduce these ideas.]

Facilitator asks: “How will we know how much money each of these things cost?” [Wait for responses. Responses might include checking the zoo’s website, a zoo pamphlet, or signs at the zoo. If these are not raised, the Facilitator will introduce these ideas.]

Facilitator asks: “How we will figure out how much money these things will cost for all of us?” [Wait for responses. Responses should include: using repeated addition and/or multiplication with the rate per item multiplied by the number students in the class.]

Facilitator says: “You have done a great job thinking about what we need to do when trying to figure out how much it might cost to go to the zoo. Some of the things we need to think about are the cost of tickets into the zoo, the cost of food, and the cost of gifts.”

Facilitator says: “Now you are going to apply these ideas and this type of thinking to a task on your own. In this task, you will be working on a number of questions about figuring out how much money a family should plan to spend on a trip to the zoo.”

Begin Performance Task

Resource Documents

Figure 1



Creative Commons Attribution-Share Alike 3.0 Unported (CC BY-SA 3.0)

A sculpture of an elephant at the entrance of the San Diego Zoo in San Diego, California, USA.

By: cBurnett

http://en.wikipedia.org/wiki/File:San_Diego_Zoo_entrance_elephant.jpg



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Tiger in Berlin Tierpark

By Softeis

http://commons.wikimedia.org/wiki/File:Tiger_berlin-5.JPG



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Giants of the Savanna Exhibit

By Kevin1086

http://en.wikipedia.org/wiki/File:Giants_of_the_Savanna_Inhabitant

SBAC Math Performance Task - 4th Grade

A TRIP TO THE ZOO

Anna and her family go to the zoo. The zoo ticket prices, snack shop menu, and gift store prices are shown in the tables.

Zoo Ticket Prices

Type of Ticket	Price
Adult (ages 12-64)	\$16
Senior (ages 65+)	\$13
Child (ages 2-11)	\$11
Under 2	Free

Snack Shop Menu

Food	Price
Hamburger	\$5
Cheeseburger	\$6
Salad	\$3
Pizza	\$3
Drinks	Price
Water	\$1
Milk	\$2
Juice	\$3
Soda	\$3

Gift Store Prices

Gift	Price
 Stuffed panda bear	\$ 9
 Zoo magnet	\$4
 Pack of 4 pens	\$6
 Photo frame	\$8

Anna's Family

- Betsy is an adult (ages 12-64)
- Grandma is a senior (ages 65 and up)
- Ray is a child (ages 2-11)
- Anna is a child (ages 2-11)

The family has \$100 to spend at the zoo.

1. Use the **Zoo Ticket Prices** table and **Anna's Family** list to answer the question.

What is the total cost, in dollars, of zoo tickets for Anna's family?

2. **Part A**

Use the **Snack Shop Menu** and **Anna's Family** list to answer the question.

Each person in Anna's family will buy one food item and one drink. Choose one food and one drink item for each person.

Enter the name for the food and drink choices for each member of the family and the total cost of the food and drink for each person.

	Food Choice	Drink Choice	Total Food and Drink Cost for Each Person
Betsy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grandma	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ray	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anna	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. **Part B**

Use the **Snack Shop Menu** and **Anna's Family** list to answer the question.

Based on your response in Part A, what is the total cost, in dollars, of the food and drinks for Anna's family?

4. Grandma says they will spend the remaining money at the gift store.

Part A

How much money, in dollars, is remaining after the family buys zoo tickets, food and drinks? (Remember they started with \$100.)

5. Use the **Gift Store Prices** table to answer the question.

Part B

Anna and Ray go into the gift store. Grandma says there are 2 rules for choosing what to buy:

- Do not buy more than one of any gift.
- You must buy at least two gifts.

In your answer, you must have the following:

- Tell which gifts Anna and Ray can buy.
- Explain why there is enough money for the gifts you choose.





Smarter Balanced Assessment Consortium: Practice Test Scoring Guide Grade 4 Performance Task

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A TRIP TO THE ZOO

Anna and her family go to the zoo. The zoo ticket prices, snack shop menu, and gift store prices are shown in the tables.

Zoo Ticket Prices

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Adult (ages 12-64)	\$16
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Snack Shop Menu

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Pizza	\$3
Drinks	Price
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Milk	\$2
Juice	\$3
Soda	\$3

Gift Store Prices

Gift	Price
 Stuffed panda bear	\$ 9
 Zoo magnet	\$4
 Pack of 4 pens	\$6
 Photo frame	\$8

Anna's Family

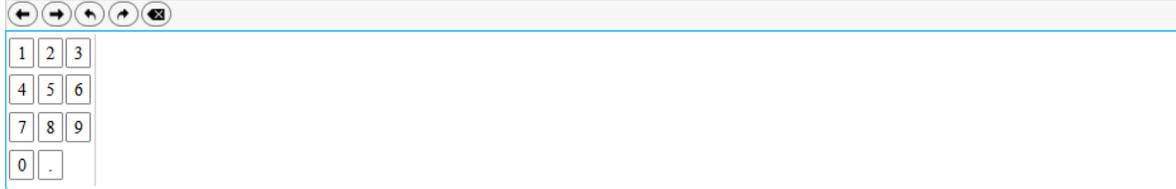
- Betsy is an adult (ages 12-64)
- Grandma is a senior (ages 65 and up)
- Ray is a child (ages 2-11)
- Anna is a child (ages 2-11)

The family has \$100 to spend at the zoo.

1.

Use the **Zoo Ticket Prices** table and **Anna's Family** list to answer the question.

What is the total cost, in dollars, of zoo tickets for Anna's family?



For this item, a full-credit response (1 point) includes

- 51.

For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

2.

Part A

Use the **Snack Shop Menu** and **Anna's Family** list to answer the question.

Each person in Anna's family will buy one food item and one drink. Choose one food and one drink item for each person.

Enter the name for the food and drink choices for each member of the family and the total cost of the food and drink for each person.

	Food Choice	Drink Choice	Total Food and Drink Cost for Each Person
Betsy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grandma	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ray	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anna	<input type="text"/>	<input type="text"/>	<input type="text"/>

For this item, a full-credit response (1 point) includes:

	Food Choice	Drink Choice	Total Food and Drink Cost for Each Person
Betsy	Hamburger	Juice	8
Grandma	Pizza	Soda	6
Ray	Salad	Soda	6
Anna	Pizza	Water	4

•

OR

- any four partial sums that are correct based on the food and drink choices in the table.

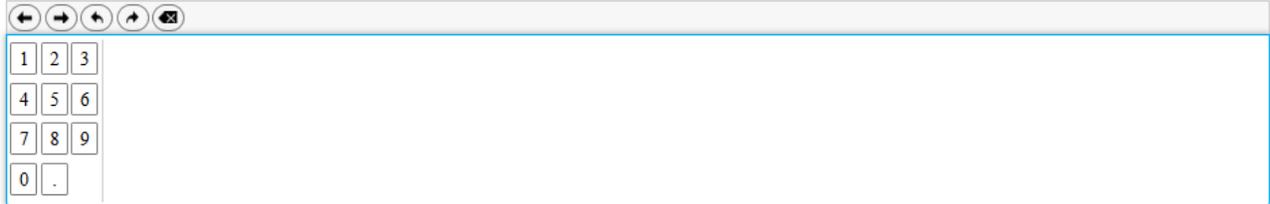
For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

3.

Part B

Use the **Snack Shop Menu** and **Anna's Family** list to answer the question.

Based on your response in Part A, what is the total cost, in dollars, of the food and drinks for Anna's family?



For this item, a full-credit response includes (1 point) includes:

- 24
OR
- any total sum that is correct based on the student's response to item 1586.

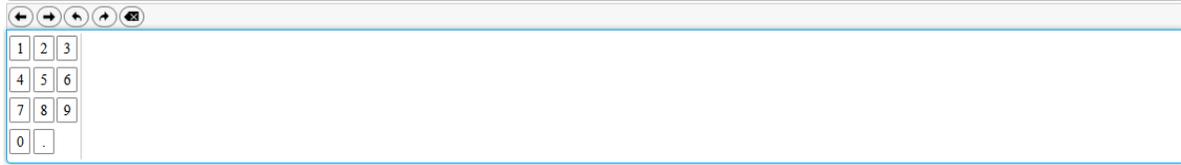
For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

4.

Grandma says they will spend the remaining money at the gift store.

Part A

How much money, in dollars, is remaining after the family buys zoo tickets, food, and drinks? (Remember they started with \$100.)



For this item, a full-credit response includes (1 point) includes:

- 25
OR
- any difference that is correct based on the student's responses to items 206 and 210.

For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

5.

Use the **Gift Store Prices** table to answer the question.

Part B

Anna and Ray go into the gift store. Grandma says there are 2 rules for choosing what to buy:

- Do not buy more than one of any gift.
- You must buy at least two gifts.

In your answer, you must have the following:

- Tell which gifts Anna and Ray can buy.
- Explain why there is enough money for the gifts you choose.

For this item, a full-credit response (2 points) includes

- stating correct gifts that Anna and Ray can buy based on the student's response to item 217 and the restrictions in the stem
AND
- explaining why there is enough money for the gifts based on the student's response to item 217.

For example,

- "Anna and Ray can buy a zoo magnet and a photo frame. There is enough money for these gifts because they cost 10 dollars total and there is 25 dollars left to buy gifts. 10 dollars is less than 25 dollars."

Continued on next page

For this item, a partial-credit response (1 point) includes:

- stating correct gifts that Anna and Ray can buy based on student’s response to item 217 and the restrictions in the stem.

For example,

- “They can buy a stuffed panda bear and a zoo magnet.”
OR
- “Anna and Ray can buy a pack of 4 pens and a photo frame that cost 14 dollars total.”

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

For example,

- “They can buy 4 stuffed panda bears.”
OR
- “Anna and Ray can buy 2 stuffed panda bears and 2 photo frames.”

This item is not graded on spelling or grammar.