## Table of Contents

Questions 1 – 15: Content Summary and Answer Key ........................................................... iii

Stimulus for Questions 1 – 7 ........................................................................................................ 1

Question 1: Question and Scoring Guidelines ................................................................... 5
Question 1: Sample Response ............................................................................................... 7

Question 2: Question and Scoring Guidelines ................................................................... 9
Question 2: Sample Responses ............................................................................................ 13

Question 3: Question and Scoring Guidelines .................................................................. 17
Question 3: Sample Responses ........................................................................................... 21

Question 4: Question and Scoring Guidelines .................................................................. 25
Question 4: Sample Responses ........................................................................................... 27

Question 5: Question and Scoring Guidelines .................................................................. 33
Question 5: Sample Response ............................................................................................. 35

Question 6: Question and Scoring Guidelines .................................................................. 37
Question 6: Sample Responses ........................................................................................... 39

Question 7: Question and Scoring Guidelines .................................................................. 43
Question 7: Sample Responses ........................................................................................... 47

Stimulus for Questions 8 – 15 ............................................................................................... 55

Question 8: Question and Scoring Guidelines .................................................................. 59
Question 8: Sample Response ............................................................................................. 61

Question 9: Question and Scoring Guidelines .................................................................. 63
Question 9: Sample Response ............................................................................................. 65

Question 10: Question and Scoring Guidelines ................................................................. 67
Question 10: Sample Response .......................................................................................... 69

Question 11: Question and Scoring Guidelines ................................................................. 71
Question 11: Sample Responses ......................................................................................... 75

Question 12: Question and Scoring Guidelines ................................................................. 79
Question 12: Sample Responses ......................................................................................... 83
## Grade 4 ELA Practice Test

### Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Multi-Select Item</td>
<td>Informational</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>C, E</td>
<td>1 point</td>
</tr>
<tr>
<td>3</td>
<td>Multi-Select Item</td>
<td>Informational</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>C, D</td>
<td>1 point</td>
</tr>
<tr>
<td>4</td>
<td>Hot Text Item</td>
<td>Informational</td>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>B</td>
<td>1 point</td>
</tr>
</tbody>
</table>
## Grade 4 ELA
### Practice Test
#### Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Matching Item</td>
<td>Informational</td>
<td>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>---</td>
<td>1 point</td>
</tr>
</tbody>
</table>
| 7            | Evidence-Based Selected Response | Informational | Analyze informational text development.  
a. Determine the main idea of a text and explain how it is supported by key details.  
b. Provide a summary of the text that includes the main idea and key details, as well as other important information. | D; B      | 2 points |
<p>| 8            | Multiple Choice | Literary     | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | D          | 1 point |
| 9            | Multiple Choice | Literary     | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | B          | 1 point |
| 10           | Multiple Choice | Literary     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | B          | 1 point |</p>
<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Multi-Select Item</td>
<td>Literary</td>
<td>Analyze literary text development.</td>
<td>C, D</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a. Determine a theme of a story, drama, or poem from details in the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. Summarize the text, incorporating a theme determined from details in the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Evidence-Based</td>
<td>Literary</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on</td>
<td>A; C, D</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>Selected Response</td>
<td></td>
<td>specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Explain major differences between poems, drama, and prose, and refer to the</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of characters, settings, descriptions, dialogue, stage directions) when writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or speaking about a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Matching Item</td>
<td>Literary</td>
<td>Compare and contrast the treatment of similar themes and topics (e.g., opposition</td>
<td>---</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of good and evil) and patterns of events (e.g., the quest) in stories, myths,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and traditional literature from different cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Extended Response</td>
<td>Writing</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and</td>
<td>---</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>information clearly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade 4
English Language Arts
Practice Test

Stimulus for Questions 1 - 7
Watching Whale Sharks
by Heidi Poelman

1 Imagine that you are swimming in the ocean and come upon a shark as long as a school bus. Pretty scary, right?

2 Well, if it were a whale shark, you would be in luck. The whale shark is the largest fish in the ocean, but it isn’t aggressive. In fact, its 300 rows of teeth are too small to hurt humans. When a whale shark eats, it doesn’t rip or tear. It drifts or swims with its mouth open wide, filtering some of the ocean’s smallest creatures out of the water.

3 Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.

Filling Up on Little Bits

4 The shark makes an entire meal out of tiny prey. To do it, the fish filters a lot of water. In a recent study, scientists learned that in one hour a midsize whale shark can pass more than 157,895 gallons—enough to fill 13 tanker trucks—through the filters in its throat and out its gills. In the process, it eats about six pounds of plankton and small fish.

5 That’s some of what scientists know. They have to answer many more questions to help whale sharks survive in the changing oceans. Where do the fish go when they disappear for weeks at a time? Why do they dive so deep?

How to Track a Shark

6 An electronic tracking tag allows scientists to trace a whale shark’s journey though the ocean. Scientists use a small pole spear to attach the tag to the shark’s dorsal fin. No one knows if the sharks can feel the point of the spear. “Ninety-nine percent of the time, the shark shows no response,” says Dr. Robert Hueter at Mote Marine Laboratory in Florida. He’s a leader of the research group.

7 Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature. When the shark surfaces, the tag sends the information to a satellite in orbit around Earth. The satellite transmits the information back to Earth. “We basically get e-mails of the data,” says Dr. Hueter. “It gives a record of what the animal has been doing.”

Deep Divers

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. “If a whale shark dies in the ocean, it sinks,” explains Dr. Hueter. “So it’s very difficult to learn what happened to it.”
No one knows where whale sharks breed or give birth. In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark. Over the next 150 days, the shark traveled nearly 5,000 miles from the Yucatan Peninsula to a point about halfway between South America and Africa. Dr. Hueter thinks this may be one place where whale sharks go to give birth, but he’ll need more data to find out.

For now, scientists keep searching for answers. As Dr. Hueter puts it, “The more we learn about whale sharks’ travels and their favorite hangouts, the better we can understand and conserve them.”

Glossary

plankton: tiny living things that float and drift in the oceans and other bodies of water
dorsal fin: a single fin on the back of a fish or whale

Excerpt from “Watching Whale Sharks” by Heidi Poelman, from Highlights for Children. Copyright © 2015 Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc. via Copyright Clearance Center.
Question 1

Read this sentence from the passage.
“It drifts or swims with its mouth open wide, filtering some of the ocean’s smallest creatures out of the water.” (paragraph 2)

What is the meaning of filtering as it is used in this sentence?

A. pouring
B. searching
C. sending
D. taking

Points Possible: 1

Topic: Informational

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
Scoring Guidelines

Rationale for Option A: This is incorrect. While in some instances to pour is a process in filtering, this is not the correct answer in this context.

Rationale for Option B: This is incorrect. While the sentence describes the whale in a manner that could be viewed as searching, this context does not relate to the meaning of filtering.

Rationale for Option C: This is incorrect. While an object can be sent through a filter, the use of filtering in this context is related to taking and not sending.

Rationale for Option D: Key – In this context, filtering means to take the animals out of the water.

Sample Response: 1 point

Read this sentence from the passage.

“It drifts or swims with its mouth open wide, filtering some of the ocean’s smallest creatures out of the water.” (paragraph 2)

What is the meaning of filtering as it is used in this sentence?

A. pouring
B. searching
C. sending
D. taking
Grade 4
English Language Arts
Practice Test

Question 2

Question and Scoring Guidelines
Question 2

Read the phrase from paragraph 3.

"much of the animals’ lives is a mystery."

Select two sentences from the passage that support the author’s statement.

☐ "Imagine that you are swimming in the ocean and come upon a shark as long as a school bus.” (paragraph 1)

☐ "Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature.” (paragraph 7)

☐ "No one knows why the sharks dive so deep.” (paragraph 9)

☐ "Over the next 150 days, the shark traveled nearly 5,000 miles from the Yucatan Peninsula to a point about halfway between South America and Africa.” (paragraph 10)

☐ "Dr. Hueter thinks this may be one place where whale sharks go to give birth, but he’ll need more data to find out.” (paragraph 10)

Points Possible: 1

Topic: Informational

Content Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
**Scoring Guidelines**

**Rationale for First Option:** This is incorrect. While this sentence evokes imagination and imagery, it does more to set the scene than to develop a sense of mystery.

**Rationale for Second Option:** This is incorrect. While this sentence explains some of the data scientists seek to learn in order to address their questions about sharks, it does not speak to the mysterious nature of whale sharks.

**Rationale for Third Option:** **Key** - This sentence refers to the lack of knowledge about whale sharks and their behaviors. It refers to one of the phenomena that scientists cannot explain, which is diving very, very deep underwater in this case.

**Rationale for Fourth Option:** This is incorrect. While this sentence relates to the mystery about where whale sharks give birth, it does not actually have any language that is mysterious. In fact, the language is very specific and gives details about the shark's journey.

**Rationale for Fifth Option:** **Key** - This sentence explains that scientists do not know much about whale sharks by referring to a specific behavior and showing how it cannot yet be explained. In this case, scientists behave like detectives in a mystery by posing a question about where whale sharks give birth and investigating clues that might lead to the answer.
Grade 4
English Language Arts
Practice Test

Question 2

Sample Responses
Sample Response: 1 point

Read the phrase from paragraph 3.

"much of the animals’ lives is a mystery."

Select two sentences from the passage that support the author’s statement.

☐ “Imagine that you are swimming in the ocean and come upon a shark as long as a school bus.” (paragraph 1)

☐ “Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature.” (paragraph 7)

☑ “No one knows why the sharks dive so deep.” (paragraph 9)

☐ “Over the next 150 days, the shark traveled nearly 5,000 miles from the Yucatan Peninsula to a point about halfway between South America and Africa.” (paragraph 10)

☑ “Dr. Hueter thinks this may be one place where whale sharks go to give birth, but he’ll need more data to find out.” (paragraph 10)

Notes on Scoring

This response receives full credit (1 point) because the correct options C and E were identified as support for the author’s statement.
Sample Response: 0 points

Read the phrase from paragraph 3.

"much of the animals’ lives is a mystery."

Select two sentences from the passage that support the author’s statement.

☐ "Imagine that you are swimming in the ocean and come upon a shark as long as a school bus.” (paragraph 1)

☒ "Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature." (paragraph 7)

☒ "No one knows why the sharks dive so deep.” (paragraph 9)

☐ "Over the next 150 days, the shark traveled nearly 5,000 miles from the Yucatan Peninsula to a point about halfway between South America and Africa.” (paragraph 10)

☐ "Dr. Hueter thinks this may be one place where whale sharks go to give birth, but he’ll need more data to find out.” (paragraph 10)

Notes on Scoring

This response receives no credit (0 points). While option C is correct, option B does not support the author’s statement. To receive credit for this item, both correct choices must be selected.
Sample Response: 0 points

Read the phrase from paragraph 3.

“much of the animals’ lives is a mystery.”

Select two sentences from the passage that support the author’s statement.

☐  "Imagine that you are swimming in the ocean and come upon a shark as long as a school bus.” (paragraph 1)

☑  “Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature.” (paragraph 7)

☐  “No one knows why the sharks dive so deep.” (paragraph 9)

☐  “Over the next 150 days, the shark traveled nearly 5,000 miles from the Yucatan Peninsula to a point about halfway between South America and Africa.” (paragraph 10)

☐  “Dr. Hueter thinks this may be one place where whale sharks go to give birth, but he’ll need more data to find out.” (paragraph 10)

Notes on Scoring

This response receives no credit (0 points) because the item requires students to select two sentences; in this sample, only one sentence is selected. Additionally, option B does not support the author’s statement.
Grade 4
English Language Arts
Practice Test
Question 3

Question and Scoring Guidelines
**Question 3**

Read the sentence from the passage.
"The satellite **transmits** the information back to Earth." (paragraph 7)
Select **two** words or phrases from paragraph 7 that help the reader understand what the word **transmits** means.

- [ ] "devices"
- [ ] "changes"
- [ ] "sends"
- [ ] "e-mails"
- [ ] "a record"

**Points Possible: 1**

**Topic:** Informational

**Content Standard:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Scoring Guidelines

Rationale for First Option: This is incorrect. This is a description of what the tag is, but it does not explain what the tag does, nor how it transmits.

Rationale for Second Option: This is incorrect. This is a description of what information the tag transmits, but it does not explain how it transmits.

Rationale for Third Option: Key - This is contextual support for what “transmits” means. “Sends” implies transmission.

Rationale for Fourth Option: Key - This is contextual support for what “transmits” means. “E-mails” implies transmission.

Rationale for Fifth Option: This is incorrect. This is a reference to what the tag provides, but it does not explain what “transmits” means.
Grade 4
English Language Arts
Practice Test

Question 3

Sample Responses
Sample Response: 1 point

Read the sentence from the passage.
“The satellite transmits the information back to Earth.” (paragraph 7)
Select two words or phrases from paragraph 7 that help the reader understand what the word transmits means.

☐ “devices”
☐ “changes”
☒ “sends”
☒ “e-mails”
☐ “a record”

Notes on Scoring

This response receives full credit (1 point) because the student correctly identified two words from the context of the sentence that help the reader understand the meaning of “transmits”.
Sample Response: 0 points

Read the sentence from the passage.
"The satellite transmits the information back to Earth." (paragraph 7)
Select two words or phrases from paragraph 7 that help the reader understand what the word transmits means.

- [ ] "devices"
- [x] "changes"
- [ ] "sends"
- [ ] "e-mails"
- [ ] "a record"

Notes on Scoring

This response receives no credit (0 points) because the identified answer of option B does not provide context to help the reader understand the word “transmits”. Additionally, only one option is selected.
Sample Response: 0 points

Read the sentence from the passage.
“The satellite transmits the information back to Earth.” (paragraph 7)
Select two words or phrases from paragraph 7 that help the reader understand what the word transmits means.
- [ ] “devices”
- [x] “changes”
- [ ] “sends”
- [ ] “e-mails”
- [x] “a record”

Notes on Scoring

This response receives no credit (0 points) because the two options selected (B and E) do not help readers understand the word “transmits”.
Question and Scoring Guidelines
Question 4

Select a sentence from the passage that shows why scientists think whale sharks can dive so deep.

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. "If a whale shark dies in the ocean, it sinks," explains Dr. Hueter. "So it’s very difficult to learn what happened to it."

Points Possible: 1

Topic: Informational

Content Standard: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Scoring Guidelines

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

- “The reason may be because sharks don’t have swim bladders like most other fish.”;
  OR
- “Without a swim bladder, sharks sink toward the ocean floor to rest.” (1 point).
Grade 4
English Language Arts
Practice Test

Question 4

Sample Responses
Sample Response: 1 point

Select a sentence from the passage that shows why scientists think whale sharks can dive so deep.

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. “If a whale shark dies in the ocean, it sinks,” explains Dr. Hueter. “So it’s very difficult to learn what happened to it.”

Notes on Scoring

This response receives full credit (1 point) because the sentence selected supports the idea that scientists think whale sharks can dive very deep.
Sample Response: 1 point

Select a sentence from the passage that shows why scientists think whale sharks can dive so deep.

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. “If a whale shark dies in the ocean, it sinks,” explains Dr. Hueter. “So it’s very difficult to learn what happened to it.”

Notes on Scoring

This response receives full credit (1 point) because the sentence selected supports the idea that scientists think whale sharks can dive very deep.
Sample Response: 0 points

Select a sentence from the passage that shows why scientists think whale sharks can dive so deep.

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. “If a whale shark dies in the ocean, it sinks,” explains Dr. Hueter. “So it’s very difficult to learn what happened to it.”

Notes on Scoring

This response receives no credit (0 points) because the sentence selected does not support or explain the idea that scientists think whale sharks can dive very deep.
Sample Response: 0 points

Select a sentence from the passage that shows why scientists think whale sharks can dive so deep.

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. “If a whale shark dies in the ocean, it sinks,” explains Dr. Hueter. “So it’s very difficult to learn what happened to it.”

Notes on Scoring

This response receives no credit (0 points) because the sentence selected does not support or explain the idea that scientists think whale sharks can dive very deep.
Sample Response: 0 points

Select a sentence from the passage that shows why scientists think whale sharks can dive so deep.

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don’t have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. “If a whale shark dies in the ocean, it sinks,” explains Dr. Hueter. “So it’s very difficult to learn what happened to it.”

Notes on Scoring

This response receives no credit (0 points) because the sentence selected does not support or explain the idea that scientists think whale sharks can dive very deep.
Question 5

How is information presented in the passage?

- A  Whale shark research is presented from earliest to most recent.
- B  Known facts about whale sharks are compared to what is unknown.
- C  The differences between whale sharks and other whales are discussed.
- D  Problems whale sharks face are related to ways scientists try to solve them.

Points Possible: 1

Topic: Informational

Content Standard: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
**Scoring Guidelines**

**Rationale for Option A:** This is incorrect. The passage describes research methods, but it does not present research performed in sequential order of events.

**Rationale for Option B:** Key - The passage compares what is known and what is unknown about whale sharks.

**Rationale for Option C:** This is incorrect. Whale sharks are discussed collectively, and paragraph 9 contrasts them with fish that do not have swim bladders; however, the passage does not compare whale sharks with other whales.

**Rationale for Option D:** This is incorrect. Though the passage explains that many things about whale sharks are a mystery, possibly suggesting a problem, the passage does not follow a problem/solution structure.

**Sample Response: 1 point**

<table>
<thead>
<tr>
<th>How is information presented in the passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A   Whale shark research is presented from earliest to most recent.</td>
</tr>
<tr>
<td>●   Known facts about whale sharks are compared to what is unknown.</td>
</tr>
<tr>
<td>C   The differences between whale sharks and other whales are discussed.</td>
</tr>
<tr>
<td>D   Problems whale sharks face are related to ways scientists try to solve them.</td>
</tr>
</tbody>
</table>
Question 6

Question and Scoring Guidelines
Question 6

Select the section of the passage where each piece of information can be found.

<table>
<thead>
<tr>
<th>What information is still unknown</th>
<th>Filling Up on Little Bits</th>
<th>How to Track a Shark</th>
<th>Deep Divers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic information about whale sharks</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The way scientists get information</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Points Possible: 1

Topic: Informational

Content Standard: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Scoring Guidelines

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

- “Deep Divers” selected for “What information is still unknown”; AND
- “Filling Up on Little Bits” selected for “Basic information about whale sharks”; AND
- “How to Track a Shark” selected for “The way scientists get information” (1 point).
Grade 4
English Language Arts
Practice Test

Question 6

Sample Responses
Sample Response: 1 point

Select the section of the passage where each piece of information can be found.

<table>
<thead>
<tr>
<th></th>
<th>Filling Up on Little Bits</th>
<th>How to Track a Shark</th>
<th>Deep Divers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is still unknown</td>
<td>□</td>
<td>□</td>
<td>✓</td>
</tr>
<tr>
<td>Basic information about whale sharks</td>
<td>✓</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The way scientists get information</td>
<td>□</td>
<td>✓</td>
<td>□</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (1 point) because the location of each piece of information has been correctly associated with the section from which it came.
Sample Response: 0 points

Select the section of the passage where each piece of information can be found.

<table>
<thead>
<tr>
<th>Information</th>
<th>Filling Up on Little Bits</th>
<th>How to Track a Shark</th>
<th>Deep Divers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is still unknown</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic information about whale sharks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way scientists get information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because none of the information listed has been correctly associated with the section from which it came.
### Notes on Scoring

This response receives no credit (0 points) because the first two pieces of information listed are not correctly associated with the section from which they came. While the last piece of information is correctly identified as being from the “How to Track a Shark” section, to receive credit for this item, all three pieces must be correctly associated with the section from which they came.
Grade 4
English Language Arts
Practice Test

Question 7

Question and Scoring Guidelines
**Question 7**

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

**Part A**

What is the main idea of the passage?

A. Where whale sharks give birth is not known.

B. Scientists are looking for new ways to track whale sharks.

C. Where whale sharks feed makes them different from other sharks.

D. Scientists continue to study whale sharks to discover more about them.

**Part B**

Which sentence supports the answer in Part A?

A. “When a whale shark eats, it doesn’t rip or tear.” (paragraph 2)

B. “Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.” (paragraph 3)

C. “When the shark surfaces, the tag sends the information to a satellite in orbit around Earth.” (paragraph 7)

D. “In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark.” (paragraph 10)

**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Analyze informational text development.

a. Determine the main idea of a text and explain how it is supported by key details.

b. Provide a summary of the text that includes the main idea and key details, as well as other important information.
Scoring Guidelines

Part A
Rationale for Option A: This is incorrect. While this statement is true, it is a supporting detail, not the main idea of the entire passage.

Rationale for Option B: This is incorrect. The passage explains that scientists track whale sharks; however, they do not appear to be looking for new ways to track them, and this is not the main idea of the whole passage.

Rationale for Option C: This is incorrect. The passage describes the whale sharks’ method of feeding and suggests that it is different from other sharks, but this is not the main idea of the passage.

Rationale for Option D: Key – Several paragraphs capture this main idea of the passage, including paragraphs 3, 5, 9, and 10.

Part B
Rationale for Option A: This is incorrect. This quotation could be misunderstood as supporting option C in Part A, which is not the correct answer.

Rationale for Option B: Key – This quotation clarifies and supports the main idea from Part A.

Rationale for Option C: This is incorrect. This quotation could be misunderstood as supporting option B in Part A, which is not the correct answer.

Rationale for Option D: This is incorrect. This quotation could be misunderstood as supporting options A or B in Part A, neither of which are the correct answer.
Grade 4
English Language Arts
Practice Test

Question 7

Sample Responses
Sample Response: 2 points

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

**Part A**

What is the main idea of the passage?

A. Where whale sharks give birth is not known.
B. Scientists are looking for new ways to track whale sharks.
C. Where whale sharks feed makes them different from other sharks.
D. Scientists continue to study whale sharks to discover more about them.

**Part B**

Which sentence supports the answer in Part A?

A. “When a whale shark eats, it doesn’t rip or tear.” (paragraph 2)
B. “Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.” (paragraph 3)
C. “When the shark surfaces, the tag sends the information to a satellite in orbit around Earth.” (paragraph 7)
D. “In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark.” (paragraph 10)

**Notes on Scoring**

This response receives full credit (2 points) because the main idea in Part A and a supporting sentence in Part B are correctly identified.
### Sample Response: 1 point

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

**Part A**

What is the main idea of the passage?

- A. Where whale sharks give birth is not known.
- B. Scientists are looking for new ways to track whale sharks.
- C. Where whale sharks feed makes them different from other sharks.
- D. Scientists continue to study whale sharks to discover more about them.

**Part B**

Which sentence supports the answer in Part A?

- D. “When a whale shark eats, it doesn’t rip or tear.” (paragraph 2)
- B. “Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.” (paragraph 3)
- C. “When the shark surfaces, the tag sends the information to a satellite in orbit around Earth.” (paragraph 7)
- D. “In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark.” (paragraph 10)

### Notes on Scoring

This response receives partial credit (1 point) because the main idea is correctly identified in Part A; however, the incorrect sentence has been selected as support in Part B.
Sample Response: 1 point

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

**Part A**

What is the main idea of the passage?

A. Where whale sharks give birth is not known.
B. Scientists are looking for new ways to track whale sharks.
C. Where whale sharks feed makes them different from other sharks.
D. Scientists continue to study whale sharks to discover more about them.

**Part B**

Which sentence supports the answer in Part A?

A. “When a whale shark eats, it doesn’t rip or tear.” (paragraph 2)
B. “Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.” (paragraph 3)
C. “When the shark surfaces, the tag sends the information to a satellite in orbit around Earth.” (paragraph 7)
D. “In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark.” (paragraph 10)

**Notes on Scoring**

This response receives partial credit (1 point) because the main idea is correctly identified in Part A; however, the incorrect sentence has been selected as support in Part B.
Sample Response: 1 point

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

**Part A**

What is the main idea of the passage?

- A. Where whale sharks give birth is not known.
- B. Scientists are looking for new ways to track whale sharks.
- C. Where whale sharks feed makes them different from other sharks.
- D. Scientists continue to study whale sharks to discover more about them.

**Part B**

Which sentence supports the answer in Part A?

- A. "When a whale shark eats, it doesn't rip or tear." (paragraph 2)
- B. "Scientists have learned a lot about whale sharks, but much of the animals' lives is a mystery." (paragraph 3)
- C. "When the shark surfaces, the tag sends the information to a satellite in orbit around Earth." (paragraph 7)
- D. "In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark." (paragraph 10)

**Notes on Scoring**

This response receives partial credit (1 point) because the main idea is correctly identified in Part A; however, the incorrect sentence has been selected as support in Part B.
Sample Response: 0 points

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

Part A

What is the main idea of the passage?

A  Where whale sharks give birth is not known.
B  Scientists are looking for new ways to track whale sharks.
C  Where whale sharks feed makes them different from other sharks.
D  Scientists continue to study whale sharks to discover more about them.

Part B

Which sentence supports the answer in Part A?

A  “When a whale shark eats, it doesn’t rip or tear.” (paragraph 2)
B  “Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.” (paragraph 3)
C  “When the shark surfaces, the tag sends the information to a satellite in orbit around Earth.” (paragraph 7)
D  “In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark.” (paragraph 10)

Notes on Scoring

This response receives no credit (0 points) because the main idea is incorrectly identified in Part A. In order to get partial or full credit for this item, the main idea must be correctly selected in Part A. No credit can be given for a correct supporting detail or sentence in Part B if the main idea is incorrectly identified in Part A.
Sample Response: 0 points

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

Part A

What is the main idea of the passage?

A Where whale sharks give birth is not known.

B Scientists are looking for new ways to track whale sharks.

C Where whale sharks feed makes them different from other sharks.

D Scientists continue to study whale sharks to discover more about them.

Part B

Which sentence supports the answer in Part A?

A "When a whale shark eats, it doesn’t rip or tear." (paragraph 2)

B "Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery." (paragraph 3)

C "When the shark surfaces, the tag sends the information to a satellite in orbit around Earth." (paragraph 7)

D "In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark." (paragraph 10)

Notes on Scoring

This response receives no credit (0 points) because both the main idea in Part A and the supporting sentence selected in Part B are incorrect.
Grade 4
English Language Arts
Practice Test

Stimulus for Questions 8 - 15
Stimulus for Questions 8 – 15

Passage 1: Rainbow Bird
retold by Pat Betteley

In this play, based on a folktale from Northern Australia, Elder is telling a story to his granddaughter, Alinta.

1. ELDER: Ah, but the fire is warm, young one. And I have a story to tell.
2. ALINTA: A story? What about, grandfather?
3. ELDER: It is about fire.... A Bird Woman lived in a nearby tree. Every day she looked down at Crocodile Man. One day she flew down to him.
4. BIRD WOMAN: There are people by the river who want to cook their food. Would you share your firesticks with them?
5. CROCODILE MAN: They can eat their food raw, just like you do!... I am the boss of Fire. I control Fire! Nobody will have firesticks but me!
6. BIRD WOMAN: You are unkind. Creatures must help each other. If I had Fire, I would share it with others. Even with a mean, cranky Crocodile!
7. ELDER: As time passed, Bird Woman watched Crocodile Man from her tree. She went about her business—catching food, eating it raw, and shivering with cold at night. But she was always watching and waiting. Finally, the moment for which she had waited arrived. Crocodile Man opened his mouth and yawned the longest, sleepiest, biggest yawn anyone had ever seen.
8. BIRD WOMAN: This is my chance.
9. ELDER: Bird Woman flew down and snatched the firesticks from the Sleeping Crocodile.
10. BIRD WOMAN: Now I can give Fire to the people.
11. ELDER: And Bird Woman proudly flew around the countryside, putting Fire into the heart of every tree. That is why, to this day, people can make Fire using dry sticks and wood from a tree.
12. ALINTA: To keep them warm at night.
13. ELDER: Yes, and to cook their food with, and to light their way in the dark. But that is not the end of the story. Next, the Bird Woman did a dance, placed the firesticks into her tail, and became a beautiful Rainbow Bird. Then she flew straight to the Crocodile Man.
14. BIRD WOMAN: Your life will always be down in the wet and muck. I will fly high and stay dry in the fresh air. If you try to come up here, you might die!
15. ALINTA: So that is why the Crocodile lives down in the swamp.
16. ELDER: Yes. And even though Fire is gone, he still opens his mouth wide and growls, "I am the boss!"
17. ALINTA (dраззily): And Rainbow Bird?
18. ELDER: If you are lucky, you can still see her flying through the sky, taking fire to the trees in a blaze of rainbow bright feathers. Alinta, are you awake? (Alinta has fallen asleep by the fire.)

Excerpt from "Rainbow Bird" retold by Pat Betteley, from Ozone. Copyright © 2015 by Cobblestone Publishing. Reprinted by permission of Cobblestone Publishing via Copyright Clearance Center.
Passage 2: How the Robin’s Breast Became Red
by Flora J. Cooke

In this Native American myth, a father and son try to keep a fire going and get unexpected help.

Long ago in the far North, where it is very cold, there was only one fire.

A hunter and his little son took care of this fire and kept it burning day and night. They knew that if the fire went out the people would freeze and the white bear would have the Northland all to himself. One day the hunter became ill and his son had the work to do.

For many days and nights he bravely took care of his father and kept the fire burning.

The white bear was always hiding near, watching the fire. He longed to put it out, but he did not dare, for he feared the hunter’s arrows.

When he saw how tired and sleepy the little boy was, he came closer to the fire and laughed to himself.

One night the poor boy could endure the fatigue no longer and fell fast asleep.

The white bear ran as fast as he could and jumped upon the fire with his wet feet, and rolled upon it. At last, he thought it was all out and went happily away to his cave.

A gray robin was flying near and saw what the white bear was doing.

She waited until the bear went away. Then she flew down and searched with her sharp little eyes until she found a tiny live coal. This she fanned patiently with her wings for a long time.

Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.

Then she flew away to every hut in the Northland.

Wherever she touched the ground a fire began to burn.

Soon instead of one little fire the whole north country was lighted up.

The white bear went further back into his cave in the iceberg and growled terribly.

He knew that there was now no hope that he would ever have the Northland all to himself.

This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red.

Glossary

live coal: hot coal without a flame

Grade 4
English Language Arts
Practice Test

Question 8

Question and Scoring Guidelines
Question 8

Read this sentence from Passage 1.
"And Bird Woman proudly flew around the countryside, putting Fire into the heart of every tree." (paragraph 11)
What does the phrase putting Fire into the heart of every tree mean?

(a) Bird Woman burned the heart of every tree.
(b) Bird Woman burned down every tree in the countryside.
(c) Bird Woman thought that all of the trees should beat like a heart.
(d) Bird Woman fixed the trees so that the wood from their branches would burn.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Scoring Guidelines

Rationale for Option A: This is incorrect. Although this could be the literal meaning of the phrase, Bird Woman did not cause any part of a tree to bum.

Rationale for Option B: This is incorrect. Although “putting Fire into the heart of every tree” sounds as if Bird Woman wanted to bum down the trees, she wanted to make it so that the wood could bum, not bum down the trees.

Rationale for Option C: This is incorrect. Although this could be another literal meaning of the phrase, Bird Woman wanted the wood to bum, not beat like a heart.

Rationale for Option D: Key – “Putting Fire into the heart of every tree” means making trees able to be burned.

Sample Response: 1 point

[Blue box with text]

Read this sentence from Passage 1. "And Bird Woman proudly flew around the countryside, putting Fire into the heart of every tree." (paragraph 11)

What does the phrase putting Fire into the heart of every tree mean?

- Bird Woman burned the heart of every tree.
- Bird Woman burned down every tree in the countryside.
- Bird Woman thought that all of the trees should beat like a heart.
- Bird Woman fixed the trees so that the wood from their branches would burn.
Question 9

Question and Scoring Guidelines
Question 9

In paragraph 24, what does the phrase "endure the fatigue no longer" show about the boy?

A. He cared for his father.
B. He was unable to stay awake.
C. He fought to keep the fire going.
D. He watched out for the white bear.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Scoring Guidelines

**Rationale for Option A:** This is incorrect. Though this is one of his tasks that makes the boy tired, that is not what the phrase shows.

**Rationale for Option B:** Key - In this context, to “endure the fatigue” means that the boy was unable to stay awake.

**Rationale for Option C:** This is incorrect. Though the fire helps them stay in the north, this is not what the phrase shows.

**Rationale for Option D:** This is incorrect. Though the fire helps them compete with the bears and stay in the north, that is not what the phrase shows.

**Sample Response: 1 point**

In paragraph 24, what does the phrase “endure the fatigue no longer” show about the boy?

- **He cared for his father.**
- **He was unable to stay awake.**
- **He fought to keep the fire going.**
- **He watched out for the white bear.**
Grade 4
English Language Arts
Practice Test

Question 10

Question and Scoring Guidelines
Question 10

Read this sentence from Passage 2.
“Then she flew down and searched with her sharp little eyes until she found a tiny live coal.” (paragraph 27)
What does the phrase sharp little eyes tell the reader about the robin?

A  Her eyes are very small.
B  She has very good eyesight.
C  Her eyes show how smart she is.
D  She points her eyes in one direction.

Points Possible: 1

Topic: Literary

Content Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Scoring Guidelines

Rationale for Option A: This is incorrect. Although her eyes are described as “little”, this is not the important trait that the expression is describing.

Rationale for Option B: **Key** - “Sharp little eyes” is an expression meaning that she has excellent vision.

Rationale for Option C: This is incorrect. Although the details in the story show the robin to be smart, this expression does not describe her intelligence.

Rationale for Option D: This is incorrect. Though “sharp” may be a synonym of “pointed”, the context does not show that her eyes are pointed in a particular direction.

Sample Response: 1 point

Read this sentence from Passage 2.
“Then she flew down and searched with her sharp little eyes until she found a tiny live coal.” (paragraph 27)
What does the phrase *sharp little eyes* tell the reader about the robin?
A. Her eyes are very small.
B. She has very good eyesight.
C. Her eyes show how smart she is.
D. She points her eyes in one direction.
Grade 4
English Language Arts
Practice Test

Question 11

Question and Scoring Guidelines
Question 11

Which **two** ideas should be included in a summary of Passage 2?

- [ ] The white bear returns to his cave.
- [ ] The little boy takes care of his father.
- [ ] The white bear tries to put out the fire.
- [ ] The robin fans a coal until it catches fire.
- [ ] The white bear goes deeper into his cave.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text.

b. Summarize the text, incorporating a theme determined from details in the text.
Scoring Guidelines

Rationale for First Option: This is incorrect. This is a detail that does not belong in a summary of Passage 2.

Rationale for Second Option: This is incorrect. This is a detail that does not belong in a summary of Passage 2.

Rationale for Third Option: **Key** - This is an important part of the story that should be included since it is what results in the smoldering coal that the robin fans to flame.

Rationale for Fourth Option: **Key** - The fact that the robin fans a coal until it catches fire is an important event and therefore should be included in any summary.

Rationale for Fifth Option: This is incorrect. This is a detail that does not belong in a summary of Passage 2.
Grade 4
English Language Arts
Practice Test

Question 11

Sample Responses
Sample Response: 1 point

Which **two** ideas should be included in a summary of Passage 2?

- [ ] The white bear returns to his cave.
- [ ] The little boy takes care of his father.
- [x] The white bear tries to put out the fire.
- [x] The robin fans a coal until it catches fire.
- [ ] The white bear goes deeper into his cave.

**Notes on Scoring**

This response receives full credit (1 point) because options C and D represent ideas that should appear in a summary of Passage 2.
Sample Response: 0 points

Which two ideas should be included in a summary of Passage 2?

☐ The white bear returns to his cave.
☐ The little boy takes care of his father.
☑ The white bear tries to put out the fire.
☐ The robin fans a coal until it catches fire.
☐ The white bear goes deeper into his cave.

Notes on Scoring

This response receives no credit (0 points) because even though option C is correct, in order for a student to get credit for this item, two ideas that should go in a summary of Passage 2 must be correctly identified.
Sample Response: 0 points

Which **two** ideas should be included in a summary of Passage 2?

☐ The white bear returns to his cave.

☐ The little boy takes care of his father.

☑ The white bear tries to put out the fire.

☐ The robin fans a coal until it catches fire.

☑ The white bear goes deeper into his cave.

**Notes on Scoring**

This response receives no credit (0 points) because even though option C is correct, option E is a detail that does not belong in a summary of Passage 2. In order for a student to get credit for this item, both options C and D must be correctly selected.
Grade 4
English Language Arts
Practice Test

Question 12

Question and Scoring Guidelines
**Question 12**

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

### Part A

Based on her actions in Passage 2, which phrase describes the robin?

- A. She is patient and determined.
- B. She is shy and cheerful.
- C. She is tired and angry.
- D. She is lonely and sad.

### Part B

Select **two** details that support the answer in Part A.

- [ ] "At last, he thought it was all out and went happily away to his cave." (paragraph 25)
- [ ] "A gray robin was flying near and saw what the white bear was doing." (paragraph 26)
- [ ] "She waited until the bear went away." (paragraph 27)
- [x] "Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes." (paragraph 28)
- [ ] "This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red." (paragraph 34)

---

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
**Scoring Guidelines**

**Part A**

**Rationale for Option A:** **Key** - The robin’s actions (searching for a live coal and fanning it until the fire started) show that she is patient and determined.

**Rationale for Option B:** This is incorrect. The robin’s waiting is not because of shyness.

**Rationale for Option C:** This is incorrect. The story mentions that the boy is tired, not the robin. Furthermore, neither character exhibits any sign of anger.

**Rationale for Option D:** This is incorrect. The robin earns the respect of the humans for the work she does by herself, but this does not imply that she is lonely or sad.

**Part B**

**Rationale for First Option:** This is incorrect. This describes actions that occurred before the robin was able to be helpful.

**Rationale for Second Option:** This is incorrect. This detail does not support the idea that the robin is patient and helpful.

**Rationale for Third Option:** **Key** - This detail demonstrates the robin's patience and persistence.

**Rationale for Fourth Option:** **Key** - This detail shows that the robin was helpful by flying into the fire and letting her breast get scorched so she could save the fire.

**Rationale for Fifth Option:** This is incorrect. While this does make the robin appear to be loved, it actually reflects the people’s gratitude and respect, and not that she was lonely or sad.
Grade 4
English Language Arts
Practice Test

Question 12

Sample Responses
Sample Response: 2 points

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

Part A

Based on her actions in Passage 2, which phrase describes the robin?

- She is patient and determined.
- She is shy and cheerful.
- She is tired and angry.
- She is lonely and sad.

Part B

Select two details that support the answer in Part A.

- “At last, he thought it was all out and went happily away to his cave.” (paragraph 25)
- “A gray robin was flying near and saw what the white bear was doing.” (paragraph 26)
- “She waited until the bear went away.” (paragraph 27)
- “Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.” (paragraph 28)
- “This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red.” (paragraph 34)

Notes on Scoring

This response receives full credit (2 points) because the main idea of Passage 2 and the two supporting details are correctly identified.
Sample Response: 1 point

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

**Part A**

Based on her actions in Passage 2, which phrase describes the robin?

- She is patient and determined.
- She is shy and cheerful.
- She is tired and angry.
- She is lonely and sad.

**Part B**

Select **two** details that support the answer in Part A.

- “At last, he thought it was all out and went happily away to his cave.” (paragraph 25)
- “A gray robin was flying near and saw what the white bear was doing.” (paragraph 26)
- “She waited until the bear went away.” (paragraph 27)
- “Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.” (paragraph 28)
- “This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red.” (paragraph 34)

**Notes on Scoring**

This response receives partial credit (1 point) because the main idea of Passage 2 has been correctly identified in Part A; however, no choices have been made in Part B of the item. In order for a student to get full credit (2 points) for this item, both Part A and Part B must be correct.
**Sample Response: 1 point**

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

**Part A**

Based on her actions in Passage 2, which phrase describes the robin?

- She is patient and determined.
- She is shy and cheerful.
- She is tired and angry.
- She is lonely and sad.

**Part B**

Select **two** details that support the answer in Part A.

- ✔ "At last, he thought it was all out and went happily away to his cave." (paragraph 25)
- ✗ "A gray robin was flying near and saw what the white bear was doing." (paragraph 26)
- ✔ "She waited until the bear went away." (paragraph 27)
- ✗ "Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes." (paragraph 28)
- ✗ "This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red." (paragraph 34)

**Notes on Scoring**

This response receives partial credit (1 point) because the main idea of Passage 2 has been correctly identified in Part A. In Part B, the student has selected options A and C, but the correct supporting details are in options C and D. Option A in Part B does not support the main idea. In order for a student to get full credit (2 points) for this item, both Part A and Part B must be fully correct.
Sample Response: 1 point

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

Part A

Based on her actions in Passage 2, which phrase describes the robin?

- She is patient and determined.
- She is shy and cheerful.
- She is tired and angry.
- She is lonely and sad.

Part B

Select two details that support the answer in Part A.

- [ ] “At last, he thought it was all out and went happily away to his cave.” (paragraph 25)
- [ ] “A gray robin was flying near and saw what the white bear was doing.” (paragraph 26)
- [ ] “She waited until the bear went away.” (paragraph 27)
- [x] “Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.” (paragraph 28)
- [ ] “This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red.” (paragraph 34)

Notes on Scoring

This response receives partial credit (1 point) because the main idea of Passage 2 has been correctly identified in Part A. In Part B, the student has selected options B and D, but the correct supporting details are found in options C and D. Option B in Part B does not support the main idea. In order for a student to get full credit (2 points) for this item, both Part A and Part B must be fully correct.
Sample Response: 0 points

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

Part A
Based on her actions in Passage 2, which phrase describes the robin?

A. She is patient and determined.
B. She is shy and cheerful.
C. She is tired and angry.
D. She is lonely and sad.

Part B
Select two details that support the answer in Part A.

☐ “At last, he thought it was all out and went happily away to his cave.” (paragraph 25)
☐ “A gray robin was flying near and saw what the white bear was doing.” (paragraph 26)
☐ “She waited until the bear went away.” (paragraph 27)
☐ “Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.” (paragraph 28)
☐ “This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red.” (paragraph 34)

Notes on Scoring
This response receives no credit (0 points) because the main idea of Passage 2 has been incorrectly identified in Part A. In order to get full credit (2 points) for this item, both Part A and Part B must be fully correct. In order to get partial credit (1 point) for this item, the correct main idea must be identified in Part A.
Sample Response: 0 points

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

**Part A**

Based on her actions in Passage 2, which phrase describes the robin?

- She is patient and determined.
- She is shy and cheerful.
- She is tired and angry.
- She is lonely and sad.

**Part B**

Select **two** details that support the answer in Part A.

- [x] “At last, he thought it was all out and went happily away to his cave.” (paragraph 25)
- [ ] “A gray robin was flying near and saw what the white bear was doing.” (paragraph 26)
- [x] “She waited until the bear went away.” (paragraph 27)
- [ ] “Her little breast was scorched red, but she did not stop until a fine red flame blazed up from the ashes.” (paragraph 28)
- [ ] “This is the reason that the people in the north country love the robin, and are never tired of telling their children how its breast became red.” (paragraph 34)

**Notes on Scoring**

This response receives no credit (0 points) because the main idea of Passage 2 has been incorrectly identified in Part A. In order to get full credit (2 points) for this item, both Part A and Part B must be fully correct. In order to get partial credit (1 point) for this item, the correct main idea must be identified in Part A.
Question 13

Which statement describes how Passage 1 and Passage 2 are different?

A. In Passage 1, characters in the play tell the story, while in Passage 2, a narrator tells the story.

B. In Passage 1, poetic stanzas tell the story, while in Passage 2, characters’ dialogue tells the story.

C. In Passage 1, the descriptions help the reader understand the setting, while in Passage 2, the setting is unclear.

D. In Passage 1, the narrator uses dialogue to tell the story, while in Passage 2, the dialogue helps move the story forward.

Points Possible: 1

Topic: Literary

Content Standard: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Scoring Guidelines

Rationale for Option A: **Key** - Passage 1 uses characters to convey the events, while Passage 2 uses narration.

Rationale for Option B: This is incorrect. Passage 1 does not use stanzas to convey events.

Rationale for Option C: This is incorrect. In both passages, the descriptions help define the setting. In Passage 1, they are around a fire and in Passage 2, they are in the outdoors of the Northland.

Rationale for Option D: This is incorrect. In Passage 1, there is no narration, just the words from the Elder. In Passage 2, there is no dialogue that advances the story.

**Sample Response: 1 point**

Which statement describes how Passage 1 and Passage 2 are different?

- In Passage 1, characters in the play tell the story, while in Passage 2, a narrator tells the story.
- In Passage 1, poetic stanzas tell the story, while in Passage 2, characters’ dialogue tells the story.
- In Passage 1, the descriptions help the reader understand the setting, while in Passage 2, the setting is unclear.
- In Passage 1, the narrator uses dialogue to tell the story, while in Passage 2, the dialogue helps move the story forward.
Grade 4
English Language Arts
Practice Test

Question 14

Question and Scoring Guidelines
Question 14

Click on the table to show which ideas can be found in Passage 1, which can be found in Passage 2, and which can be found in both passages.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Passage 1</th>
<th>Both passages</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>an explanation of how the whole ground is lit up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an explanation of how people can make fires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an explanation of how the hero beats an enemy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 1

Topic: Literary

Content Standard: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Scoring Guidelines

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

- “Passage 2” selected for “an explanation of how the whole ground is lit up”;
  AND
- “Passage 1” selected for “an explanation of how people can make fires”;
  AND
- “Both passages” selected for “an explanation of how the hero beats an enemy” (1 point).
Grade 4
English Language Arts
Practice Test

Question 14

Sample Responses
Sample Response: 1 point

Click on the table to show which ideas can be found in Passage 1, which can be found in Passage 2, and which can be found in both passages.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Passage 1</th>
<th>Both passages</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>an explanation of how the whole ground is lit up</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>an explanation of how people can make fires</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an explanation of how the hero beats an enemy</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (1 point) because the three topics are correctly associated with the passage or passages from which they came. In order for a student to receive full credit (1 point) for this item, all of the answers must be correct.
Sample Response: 0 points

Click on the table to show which ideas can be found in Passage 1, which can be found in Passage 2, and which can be found in both passages.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Passage 1</th>
<th>Both passages</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>an explanation of how the whole ground is lit up</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an explanation of how people can make fires</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>an explanation of how the hero beats an enemy</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). The third topic is correctly identified as being a part of both passages; however, in order for a student to receive full credit (1 point) for this item, all three of the topics must be correctly associated with the passage or passages from which they came.
Sample Response: 0 points

Click on the table to show which ideas can be found in Passage 1, which can be found in Passage 2, and which can be found in both passages.

<table>
<thead>
<tr>
<th></th>
<th>Passage 1</th>
<th>Both passages</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>an explanation of how the whole</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ground is lit up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an explanation of how people can</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>make fires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an explanation of how the hero beats</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>an enemy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because the topics are incorrectly aligned. In order to receive full credit (1 point) for this item, all three of the topics must be correctly associated with the passage or passages from which they came.
Grade 4
English Language Arts
Practice Test

Question 15

Question and Scoring Guidelines
Question 15

Write a multi-paragraph response that explains how Bird Woman in Passage 1 and the robin in Passage 2 help others by performing important tasks. Use information from both passages to support your response.

As you write your response, be sure to:
- Review the passages
- Create clear, organized paragraphs
- Draw information from both passages
- Use evidence from the passages to support your points
- Pay attention to the grammar, structure and mechanics of your sentences

Be sure to include:
- An introduction
- Information from the passages to support your explanation
- A conclusion

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<table>
<thead>
<tr>
<th>Score (out of 10 points)</th>
<th>Evidence and Explanation (4 points)</th>
<th>Purpose, Focus, and Organization (3 points)</th>
<th>Overall Scoring Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Missing evidence or explanation</td>
<td>Lack of purpose or focus</td>
<td>Scoring is internally valid and consistent. The response is clearly written and organized.</td>
</tr>
<tr>
<td>1</td>
<td>Weak evidence or explanation</td>
<td>Weak purpose or focus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Moderate evidence or explanation</td>
<td>Moderate purpose or focus</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Strong evidence or explanation</td>
<td>Strong purpose or focus</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Excellent evidence or explanation</td>
<td>Excellent purpose or focus</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction and Conclusion**

- Begins with a clear, concise introduction.
- Provides a clear thesis statement or research question.
- Introduces the main ideas and outlines the structure of the response.
- Concludes with a summary of the main ideas.

**Body**

- Presents evidence or explanation in a logical sequence.
- Supports the thesis with clear, relevant examples or evidence.
- Uses transitional words and phrases to connect ideas.

**Conclusion**

- Summarizes the main ideas.
- Reiterates the thesis or research question.
- Provides a final thought or implication.

**Presentation**

- Writing is clear and easy to read.
- Proper use of grammar, spelling, and punctuation.
- Use of headings and subheadings for clarity.
<table>
<thead>
<tr>
<th>Score</th>
<th>Evidence and Explanation (Points)</th>
<th>Organization of Thoughts (Points)</th>
<th>Purpose, Focus, and Organization (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The response demonstrates a lack of command of conventions, with frequent and severe errors.</td>
<td>The response provides no support/explanation related to a main idea and includes no text of substance.</td>
<td>The response is unrelated to the topic and displays little awareness of the prompt's audience.</td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates some command of conventions.</td>
<td>The response provides minimal support/explanation for the main idea.</td>
<td>The response introduces a topic but may include the introduction of a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>2</td>
<td>The response demonstrates some command of conventions.</td>
<td>The response provides more support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>3</td>
<td>The response demonstrates some command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>4</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>5</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>6</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>7</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>8</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>9</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
<tr>
<td>10</td>
<td>The response demonstrates command of conventions.</td>
<td>The response provides strong support/explanation for the main idea.</td>
<td>The response introduces a topic and may include the introduction of a focus area.</td>
</tr>
</tbody>
</table>
Sample Response: 10 points

It's nice to be helpful to others around you. When we share what we have with those that do not have, we make others feel better. In the stories both the Bird Woman and the Robin help others by giving unselfishly. Both characters have the important role of sharing fire with people.

In the first story, Bird Woman asks for help from the mean Crocodile Man who has all the fire to himself. She wants him to share with the people by the river so that they can cook their food. Crocodile man does not want to share so Bird Woman comes up with a plan. Her plan allows her to take fire and place it into all of the wood so that people will have it to use. Bird Woman's important task was to find a way to take fire and share it with people.

In the second story, the robin was nice to others just like Bird Woman. The robin saw the white bear trying to put out the fire that everyone needed. She went to the spot where the fire used to be and found a live coal. She fanned and fanned the live coal until it started burning again. When the flames started, the robin was so hot that her chest turned red. She then flew around and shared her heat with everyone in the town. It was important to robin to help the people. Her kindness led to more people having fire instead of just a single fire.

Bird Woman and the robin both were really nice to help provide people with fire. They shared what they had with others. If they had not acted this way the people may have been without fire. This is why their task was so important.

<table>
<thead>
<tr>
<th>Purpose, Focus and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

106
Notes on Scoring

This response receives full credit (10 points).

- **Purpose, Focus and Organization** (4 points) — The response has a clear controlling idea, the ideas are logical and there is an obvious organizational pattern with both an introductory and a concluding paragraph. The response includes the use of transitional phrases (In the first..., In the second...) to move the reader through the piece.

- **Evidence and Elaboration** (4 points) — There are clear and accurate references to both stories throughout the response. The evidence is integrated using comparative language. The response includes a variety of sentence styles and structures.

- **Conventions** (2 points) — The response shows a sophisticated understanding of punctuation, including the use of commas to offset introductory phrases. There is grade-level appropriate spelling throughout the piece. Grammatical structures are consistently correct.
Sample Response: 8 points

We have to learn how to share with others. When we don’t share, it is not nice. People need to help each other like in the stories.

Bird Woman and robin were very helpful to their friends. They were not mean like the Crocodile Man and the white bear who were selfish. In the first story, Bird Woman wanted to help the people by giving them fire. Crocodile Man did not want to share his fire though. He just kept the firesticks all for himself. In the second story, the robin saw the white bear trying to put the fire out that kept everybody warm. She knew that this was not nice. She made the choice to save the fire and spread it to everybody.

Both Bird Woman and the robin were important for sharing fire. Bird Woman took the firesticks from the mean Crocodile Man when he fell asleep. The robin went to the fire spot and fanned it until the flames came out again and made her and everyone else warm. If they had not acted like this then the people would not have fire.

We should be nice to people by sharing and not be mean to them by not sharing.

<table>
<thead>
<tr>
<th>Purpose, Focus and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Notes on Scoring

This response receives partial credit (8 points).

- **Purpose, Focus and Organization** (3 points) — There is evidence of an introduction and a conclusion; however, each includes information that is not specific to the stories. There is extraneous information throughout the piece. There is a sense of completeness that shows an understanding of the tools to effectively write a comparative response.

- **Evidence and Elaboration** (3 points) — The response includes supporting evidence from both passages. There is some variation in sentence structure. There is at times adequate use of appropriate vocabulary to express ideas; in other instances, the language is imprecise.

- **Conventions** (2 points) — There are few errors in usage throughout the response. Punctuation is grade-level appropriate.
Sample Response: 5 points

Everybody should be nice and share. The stories show that and the teacher says that to.

The crocodile was mean and so he lost fire. The bear was mean and so he had to hide. But the birds were nice. We should be like the birds. Then we would all be nice to everyone. The birds share fire with everyone. It was important for the birds to share fire becuz if they didn’t we would all be cold. The birds are the same becuz of that.

Crocodiles and bears are mean to people. That is why they tried to take fire. You should not try to be around them becuz they don’t like people like that. The stories picked good animals to be mean.

<table>
<thead>
<tr>
<th>Purpose, Focus and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Notes on Scoring

This response receives partial credit (5 points).

- **Purpose, Focus and Organization** (2 points) — Much of the response includes off-topic sentences, which are at times repetitive. There is uneven progress throughout the piece.

- **Evidence and Elaboration** (2 points) — The response includes limited evidence from the two passages. The evidence that is included is mostly generalized information. The sentence structures are simple with limited variety of type.

- **Conventions** (1 point) — There are multiple misspellings throughout the limited response, which include pluralization errors. Most punctuation is correct.
**Sample Response: 3 points**

I do not like when people are mean to me because they will not share. When you do not share it hurts peoples feelings. Just like in the storys about the bird woman and the other bird.

The bird should be mad at the crocodile for being mean and not sharing. I didnt share my toys so I got in truble with my mom. She told me that was not nice.

If you have little brothers you have to be nice and share your toys so you do not get in trouble with mom.

<table>
<thead>
<tr>
<th>Purpose, Focus and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response receives partial credit (3 points).

- **Purpose, Focus and Organization** (1 point) — The response has no controlling idea that is related to the two passages. The response is too brief to show any clear organizational pattern. Most of what is written is off topic.

- **Evidence and Elaboration** (1 point) — There is minimal evidence from either passage. The ideas expressed are somewhat vague.

- **Conventions** (1 point) — There is an inconsistent use of punctuation throughout the response. Frequent spelling errors are evident; however, they do not impede meaning of the response.