Ohio’s State Tests

PRACTICE TEST ANSWER KEY & SCORING GUIDELINES

GRADE 5
ENGLISH LANGUAGE ARTS
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<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>3</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>D</td>
<td>1 point</td>
</tr>
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<td>4</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.</td>
<td>B</td>
<td>1 point</td>
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<td>5</td>
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<td>Literary</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>A; B</td>
<td>2 points</td>
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<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</td>
<td>C</td>
<td>1 point</td>
</tr>
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<td>Content Standard</td>
<td>Answer Key</td>
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<td>7</td>
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<td>Literary</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>---</td>
<td>1 point</td>
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<td>8</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td>B</td>
<td>1 point</td>
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<tr>
<td>9</td>
<td>Hot Text Item</td>
<td>Informational</td>
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<td>C, E; A, E</td>
<td>2 points</td>
</tr>
<tr>
<td>10</td>
<td>Evidence-Based Selected Response</td>
<td>Informational</td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>C; C, F</td>
<td>2 points</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>Informational</td>
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<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>12</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 5 reading and content, choosing flexibly from a range of strategies.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>Question No.</td>
<td>Item Type</td>
<td>Topic</td>
<td>Content Standard</td>
<td>Answer Key</td>
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<tr>
<td>13</td>
<td>Multi-Select Item</td>
<td>Informational</td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</td>
<td>A, C</td>
<td></td>
</tr>
<tr>
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<td>Multiple Choice</td>
<td>Informational</td>
<td>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Extended Response</td>
<td>Writing</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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</tbody>
</table>
Grade 5
English Language Arts
Practice Test

Stimulus for Questions 1 - 7
Stimulus for Questions 1 - 7

A king is presented with three statues from a friend who is a king in a neighboring region. The king must choose one of the statues and return the other two by messenger.

The Three Statues
retold by Manorama Jafa

1. One day a messenger from a neighboring kingdom arrived at the king's court. Bowing before the throne, he held up a beautiful silver box. "Your Majesty," he said, "My king sends compliments to your respected self. He also presents you with this gift."

2. This aroused everybody's curiosity. The king examined each one again and again but was unable to decide which one to select. All three statues had similar carved eyes, ears, noses, hairstyles, hands, feet, fingers, and toes. They were of the same height and seemed to have the same weight.

3. "There must be some hidden difference that I am not able to see right away," the king thought. Turning to the messenger, he said, "I shall take some time to decide. You may leave the statues here and come back tomorrow."

4. ... The king turned to the prime minister and asked, "Can you find any difference among these statues?"

5. The prime minister examined them for a long time and was unable to find any difference at all. The statues were passed on to other ministers and courtiers, but all were baffled.

6. "Is there no clever person in this court?" the king demanded. ... 

7. The king had a young son who had already proved himself to be wise and clever beyond his years. Seeing the prince feeding the birds in the palace garden, the king summoned him.

8. "There are three lovely statues in this box, my son! A friend sent them to me as a gift, but I am to choose one and return the others. See if you can find any difference among them," the king said.

9. The prince opened the box and examined the statues with great curiosity. At last he said, "Father, may I keep the statues for the night? Perhaps I shall find out something by tomorrow morning."
The king gave his consent, and the prince took the silver box. He looked at the three statues for a long time. He made all the tests he could think of that would not harm the statues, but to no avail.

Suddenly an idea came to him. He quickly filled a large bowl with water, then put the statues in it one after another. His face lit up as he watched small bubbles rise from the statues. The mystery was solved. The prince put the statues back into the box and hurried to the court.

Everyone’s eyes were on the prince as he entered. Eagerly the king asked, “Prince, do you have something to say about the statues?”

“Yes, my lord!” answered the prince. “These statues have a message.”

Puzzled, the king motioned for the prince to continue.

“Some people listen to a thing with one ear and let it go out through the other. Here is an example.” The prince picked up one of the statues and passed a long slender needle through its ear. The end of the needle came out of the other ear. The prince explained, “My lord, your friend wishes to convey that one should not keep the company of such people.”

Now the prince picked up the second statue and passed a needle through its ear. This time the end of the needle came out of the mouth.

“My lord, this statue is like people who listen to a thing and soon tell it to others. The message is that no one should befriend such people, for they are very unreliable.”

Everyone looked attentively when the prince picked up the third statue. He passed a needle through the ear, but its end did not come out at all.

“My lord, this statue is like those people who listen to a thing but keep it to themselves. The message is that such people are good friends and worthy companions. Your friend has actually sent this statue to you as a gift.”

The messenger picked up the box with the two statues in it, bowed, and went away.

The king walked up to the prince. “My son,” he said, “you solved the puzzle with your cleverness and hard work. Please accept this statue as a gift from your father.”

As the ministers and courtiers cheered heartily, the prince bowed and accepted the gift.

**Glossary**

prime minister: the most senior member of an executive branch of government, similar to a president

courtiers: people who are often in attendance at the court of a king or other royal person

available: advantage

Question 1

How does the author use paragraph 3 to prepare the reader for the rest of the story?

A. by establishing the prince as wise and all-knowing
B. by showing the relationship between the king and his court
C. by setting up the conflict between the king and his neighbor
D. by foreshadowing the explanation of the mysterious statues

Points Possible: 1

Topic: Literary

Content Standard: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Scoring Guidelines

Rationale for Option A: This is incorrect. Once the prince enters the story, we find that he is very clever, but at this point, we do not know anything about the prince’s character.

Rationale for Option B: This is incorrect. While the king is in charge of the court, that is not the message of this paragraph.

Rationale for Option C: This is incorrect. The king is frustrated at first because he does not understand the purpose of his neighbor’s gift, but there is no known conflict between the two kingdoms.

Rationale for Option D: Key – The king knows that there is some hidden explanation. This statement prepares the reader for the steps that will be involved in finding the mysterious explanation.

Sample Response: 1 point

How does the author use paragraph 3 to prepare the reader for the rest of the story?

A. by establishing the prince as wise and all-knowing
B. by showing the relationship between the king and his court
C. by setting up the conflict between the king and his neighbor
D. by foreshadowing the explanation of the mysterious statues
Grade 5
English Language Arts
Practice Test

Question 2

Question and Scoring Guidelines
Read this sentence from the story.
The statues were passed on to the other ministers and courtiers, but all were baffled. (paragraph 5)
What does the word baffled mean as it is used in this sentence?

A  confused  
B  frustrated  
C  easily tricked  
D  easily angered

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
**Scoring Guidelines**

**Rationale for Option A: Key** - The word “baffled” shows that they are all very confused with the situation.

**Rationale for Option B:** This is incorrect. Although it might be “frustrating” not to figure something out right away, the text does not suggest that everyone is frustrated. The king becomes frustrated only after everyone is confused.

**Rationale for Option C:** This is incorrect. Although the examination of the statues could be considered a trick due to how similar the statues look, the word “baffled” means “confused” within the context of the sentence.

**Rationale for Option D:** This is incorrect. The only person angered seems to be the king in paragraph 6, after his courtiers become confused by the statues.

**Sample Response: 1 point**

```
Read this sentence from the story.
The statues were passed on to the other ministers and courtiers, but all were baffled. (paragraph 5)
What does the word baffled mean as it is used in this sentence?

- [ ] confused
- [ ] frustrated
- [ ] easily tricked
- [ ] easily angered
```
Grade 5
English Language Arts
Practice Test

Question 3

Question and Scoring Guidelines
Question 3

How do paragraphs 3–6 contribute to the plot?

A. by introducing a different problem
B. by providing more details about the setting
C. by developing the king as a troubled character
D. by building the conflict around the mystery of the statues

Points Possible: 1

Topic: Literary

Content Standard: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Scoring Guidelines

Rationale for Option A: This is incorrect. Paragraphs 3 – 6 do not introduce a new problem; rather, they show the characters trying to solve the only problem in the passage.

Rationale for Option B: This is incorrect. Paragraph 6 mentions “the court”, which is part of the setting, but this minor detail does not further the plot.

Rationale for Option C: This is incorrect. The king is frustrated, but we know very little about his character in the passage.

Rationale for Option D: Key – In paragraphs 3 – 6, the prime minister, the king, other ministers, and courtiers try to solve the mystery, but they cannot. By having more people examine the statues, it builds the idea that they have a significant problem to solve.

Sample Response: 1 point

How do paragraphs 3–6 contribute to the plot?

A  by introducing a different problem
B  by providing more details about the setting
C  by developing the king as a troubled character
D  by building the conflict around the mystery of the statues
Grade 5
English Language Arts
Practice Test

Question 4

Question and Scoring Guidelines
Read this sentence from paragraph 16.
"My lord, your friend wishes to convey that one should not keep the company of such people."
What does the word convey mean as it is used in this sentence?

- A. agree
- B. communicate
- C. pretend
- D. respond

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.
Scoring Guidelines

Rationale for Option A: This is incorrect. The neighboring king does agree with this statement, but the word “convey” means transmit, not agree.

Rationale for Option B: **Key** - The neighboring king is “communicating”, or telling the king that one should not be associated with people who are not good listeners.

Rationale for Option C: This is incorrect. Although “pretend” fits contextually, there are no context clues suggesting that the neighboring king pretends to feel this way. In fact, he seems to agree wholeheartedly.

Rationale for Option D: This is incorrect. The neighboring king initiates, rather than responds to, the communication.

Sample Response: 1 point

Read this sentence from paragraph 16.

“"My lord, your friend wishes to **convey** that one should not keep the company of such people.”"

What does the word **convey** mean as it is used in this sentence?

- A. agree
- B. communicate
- C. pretend
- D. respond
Grade 5
English Language Arts
Practice Test

Question 5

Question and Scoring Guidelines
Question 5

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

**Part A**

How are the king and the prince different in the story?

A. The king is unable to solve the problem, but the prince keeps trying.
B. The king is powerful, but the prince gets no respect.
C. The king is easily angered, but the prince is calm and friendly.
D. The king is fascinated by the mystery, but the prince is troubled by it.

**Part B**

Which detail supports the answer in Part A?

A. The king summons ministers and courtiers, but the prince has no one to help him.
B. The king calls for help, but the prince spends all night solving the mystery.
C. The king looks at the statues with amusement, while the prince performs scientific tests.
D. The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Scoring Guidelines

Part A
Rationale for Option A: Key - This represents a key difference in their personalities. The king gives up quite quickly, but the prince recognizes immediately that this problem may take all night to solve.

Rationale for Option B: This is incorrect. Although the king is powerful, there is no suggestion that the prince has no authority. In fact, because it is widely known how clever he is, he seems to garner some respect in the court.

Rationale for Option C: This is incorrect. The king demands a clever courtier and seems somewhat angry, but this is momentary. There is not enough evidence to suggest that he is easily angered.

Rationale for Option D: This is incorrect. Everyone is fascinated by the mystery, especially the prince.

Part B
Rationale for Option A: This is incorrect. While this detail could be misunderstood as supportive of option B, it does not support the correct response in Part A.

Rationale for Option B: Key - The prince is patient and spends all night studying the statues.

Rationale for Option C: This is incorrect. While this detail could be misunderstood as supportive of option D, it does not support the correct response in Part A.

Rationale for Option D: This is incorrect. While this detail could be misunderstood as supportive of option C, it does not support the correct response in Part A.
Grade 5
English Language Arts
Practice Test

Question 5

Sample Responses
Sample Response: 2 points

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

Part A
How are the king and the prince different in the story?
- The king is unable to solve the problem, but the prince keeps trying.
- The king is powerful, but the prince gets no respect.
- The king is easily angered, but the prince is calm and friendly.
- The king is fascinated by the mystery, but the prince is troubled by it.

Part B
Which detail supports the answer in Part A?
- The king summons ministers and courtiers, but the prince has no one to help him.
- The king calls for help, but the prince spends all night solving the mystery.
- The king looks at the statues with amusement, while the prince performs scientific tests.
- The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

Notes on Scoring
This response receives full credit (2 points). The student correctly identified the differences between the two characters in Part A and selected the correct supporting detail in Part B.
Sample Response: 1 point

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

Part A
How are the king and the prince different in the story?

- The king is unable to solve the problem, but the prince keeps trying.
- The king is powerful, but the prince gets no respect.
- The king is easily angered, but the prince is calm and friendly.
- The king is fascinated by the mystery, but the prince is troubled by it.

Part B
Which detail supports the answer in Part A?

- The king summons ministers and courtiers, but the prince has no one to help him.
- The king calls for help, but the prince spends all night solving the mystery.
- The king looks at the statues with amusement, while the prince performs scientific tests.
- The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

Notes on Scoring

This response receives partial credit (1 point). The student correctly identified the difference between the two characters in Part A. However, the supporting detail that the student selected in Part B (option A) does not support the king’s inability to solve the problem or the idea that the prince keeps trying.
Sample Response: 1 point

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

**Part A**

How are the king and the prince different in the story?

- The king is unable to solve the problem, but the prince keeps trying.
- The king is powerful, but the prince gets no respect.
- The king is easily angered, but the prince is calm and friendly.
- The king is fascinated by the mystery, but the prince is troubled by it.

**Part B**

Which detail supports the answer in Part A?

- The king summons ministers and courtiers, but the prince has no one to help him.
- The king calls for help, but the prince spends all night solving the mystery.
- The king looks at the statues with amusement, while the prince performs scientific tests.
- The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

**Notes on Scoring**

This response receives partial credit (1 point). The student correctly identified the difference between the two characters in Part A. However, the supporting detail that the student selected in Part B (option C) does not support the king’s inability to solve the problem or the idea that the prince keeps trying.
Sample Response: 1 point

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

Part A

How are the king and the prince different in the story?

- The king is unable to solve the problem, but the prince keeps trying.
- The king is powerful, but the prince gets no respect.
- The king is easily angered, but the prince is calm and friendly.
- The king is fascinated by the mystery, but the prince is troubled by it.

Part B

Which detail supports the answer in Part A?

- The king summons ministers and courtiers, but the prince has no one to help him.
- The king calls for help, but the prince spends all night solving the mystery.
- The king looks at the statues with amusement, while the prince performs scientific tests.
- The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

Notes on Scoring

This response receives partial credit (1 point). The student correctly identified the difference between the two characters in Part A. However, the supporting detail that the student selected in Part B (option D) does not support the king’s inability to solve the problem or the idea that the prince keeps trying.
Sample Response: 0 points

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

**Part A**

How are the king and the prince different in the story?

A. The king is unable to solve the problem, but the prince keeps trying.
B. The king is powerful, but the prince gets no respect.
C. The king is easily angered, but the prince is calm and friendly.
D. The king is fascinated by the mystery, but the prince is troubled by it.

**Part B**

Which detail supports the answer in Part A?

A. The king summons ministers and courtiers, but the prince has no one to help him.
B. The king calls for help, but the prince spends all night solving the mystery.
C. The king looks at the statues with amusement, while the prince performs scientific tests.
D. The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

Notes on Scoring

This response receives no credit (0 points). The student incorrectly identified the difference between the two characters as option B in Part A; there is no evidence that the prince receives no respect. While the student identified the correct supporting detail in Part B, Part A must be correct in order to receive partial credit for this item.
Sample Response: 0 points

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

**Part A**

How are the king and the prince different in the story?

- **A** The king is unable to solve the problem, but the prince keeps trying.
- **B** The king is powerful, but the prince gets no respect.
- **C** The king is easily angered, but the prince is calm and friendly.
- **D** The king is fascinated by the mystery, but the prince is troubled by it.

**Part B**

Which detail supports the answer in Part A?

- **A** The king summons ministers and courtiers, but the prince has no one to help him.
- **B** The king calls for help, but the prince spends all night solving the mystery.
- **C** The king looks at the statues with amusement, while the prince performs scientific tests.
- **D** The king demands a clever courtier, while the prince patiently feeds the birds in the garden.

**Notes on Scoring**

This response receives no credit (0 points). The student incorrectly identified the difference between the two characters as option D in Part A. Additionally, the student identified the incorrect supporting detail in Part B. In order to receive partial credit for this item, Part A must be correct.
Grade 5
English Language Arts
Practice Test

Question 6

Question and Scoring Guidelines
Question 6

Which sentence describes a theme of the story?

A. Good things come in all shapes and sizes.
B. It is not always better to give than to receive.
C. The solution to a problem is not always easily seen.
D. After getting a gift you should always send a gift in return.

Points Possible: 1

Topic: Literary

Content Standard: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
Scoring Guidelines

Rationale for Option A: This is incorrect. While it is inferred that the statues are small, this does not help with or properly convey the theme of the passage, which is thinking outside of the box to solve a problem.

Rationale for Option B: This is incorrect. Although the king enjoys receiving his gifts, this theme is not developed in the passage.

Rationale for Option C: Key - This is the theme of the passage. In order to solve the puzzle, the prince thought outside of the box and came up with the solution.

Rationale for Option D: This is incorrect. While the king does get a gift from his friend and could possibly give one in return, this is not the theme of this passage.

Sample Response: 1 point

Which sentence describes a theme of the story?

- A. Good things come in all shapes and sizes.
- B. It is not always better to give than to receive.
- C. The solution to a problem is not always easily seen.
- D. After getting a gift you should always send a gift in return.
Grade 5
English Language Arts
Practice Test

Question 7

Question and Scoring Guidelines
Question 7

Complete the chart by selecting which phrases refer to the prince and which ones refer to the king. Some phrases may refer to both.

<table>
<thead>
<tr>
<th></th>
<th>Prince</th>
<th>King</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious about solving the mystery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Known for his cleverness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for help from others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 1

Topic: Literary

Content Standard: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Scoring Guidelines

For this item, a full-credit response includes:

- “Both” selected for “Curious about solving the mystery”; AND
- “Prince” selected for “Known for his cleverness”; AND
- “King” selected for “Asks for help from others” (1 point).
Grade 5
English Language Arts
Practice Test

Question 7

Sample Responses
Sample Response: 1 point

Complete the chart by selecting which phrases refer to the prince and which ones refer to the king. Some phrases may refer to both.

<table>
<thead>
<tr>
<th></th>
<th>Prince</th>
<th>King</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious about solving the mystery</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Known for his cleverness</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for help from others</td>
<td></td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (1 point) because the student has correctly identified the characteristics that apply to the characters in the story by selecting the correct box for each row in the table.
Sample Response: 0 points

Complete the chart by selecting which phrases refer to the prince and which ones refer to the king. Some phrases may refer to both.

<table>
<thead>
<tr>
<th>Phrases</th>
<th>Prince</th>
<th>King</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious about solving the mystery</td>
<td>✔</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Known for his cleverness</td>
<td>☐</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>Asks for help from others</td>
<td>☐</td>
<td>☐</td>
<td>✔</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because the student incorrectly links the characteristics for the prince and king by selecting the incorrect boxes for each row in the table. In the passage, both characters are curious, the prince is known for his cleverness, and the king asks for help.
Sample Response: 0 points

Complete the chart by selecting which phrases refer to the prince and which ones refer to the king. Some phrases may refer to both.

<table>
<thead>
<tr>
<th></th>
<th>Prince</th>
<th>King</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious about solving the mystery</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Known for his cleverness</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Asks for help from others</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because the student incorrectly links the characteristics for the prince and king by selecting the incorrect boxes for two rows in the table. The characteristic of curiosity is correctly linked to both characters; however, the second two characteristics are incorrect. The prince is known for his cleverness and the king asks for help. In order to receive credit for this item, all three characteristics must be correctly linked.
Grade 5
English Language Arts
Practice Test

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

Passage 1: Should mountain bikes be allowed in wilderness areas?
by Michelle L. Price

More than 100 million acres of America’s most rugged landscapes designated as wilderness are off limits to mountain bikers. But two senators want to change that. They have introduced a new bill. It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas.

The bill comes from U.S. Senators Mike Lee and Orrin Hatch. . . .

Lee said he’s a former mountain biker. The senator said his bill takes on what he sees as an overreaching federal regulation. He believes that it confines locals. Lee says there’s no evidence that mountain bike tires cause any more erosion than hikers do.

A issue is a part of the Wilderness Act. It restricts the use of “mechanical transport.” That refers to bikes, all-terrain vehicles and cars. . . .

The ban on “mechanical transport” doesn’t include wheelchairs. Those are allowed as part of the Americans with Disabilities Act. Lee notes that skis, rock climbing gear, [and] kayaks, which are also allowed, “arguably involve some type of mechanical action.” They help people move about.

Mountain biking wasn’t a popular sport when the law was passed. That was in 1964. But conservationists say allowing the bicycles will alter the character of those spaces. And, they say the bikes are tough on trails. That is according to Alan Rowsome. He is with The Wilderness Society. It is a conservation group.

Rowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act. He called it one of "the bedrock environmental laws we have in this country." It sets aside some areas as untouchable.

. . . . "If mountain bikers could start riding those trails, they would be in Seventh Heaven," said Ted Stroll. He is president of the Sustainable Trails Coalition. It is a nonprofit. The coalition is working to overturn the ban.

. . . .

Some mountain bikers don’t want to upset longstanding political alliances with conservation groups. The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate. The mountain bikers prefer to move the boundaries of wilderness areas to allow bikes on trails.

"Wilderness is the first time we as a species decided to put the needs of nature above the needs of man," said Ashley Korenblat. She is the owner of a bicycling tour company. . . . "We don't need to ride our bikes everywhere."

"Wilderness is the first time we as a species decided to put the needs of nature above the needs of man," said Ashley Korenblat. She is the owner of a bicycling tour company. . . . "We don't need to ride our bikes everywhere."

Glossary

designated: chosen for a special purpose
overreaching: going too far
regulation: rule made by an authority
bedrock: the idea on which a rule is based
political alliances: agreements between two groups to work together toward similar goals

Excerpt from "Should mountain bikes be allowed in wilderness areas?" by Michelle L. Price.
Passage 2: Mountain bikes and wilderness don’t mix
by Howie Wolke

11 My first wolverine sighting in the Greater Yellowstone Ecosystem happened on a warm July afternoon in 2012. . . . In 21st century America, wolverines veer toward the endangered species list.

12 Wolverines need wilderness to survive. That’s one reason that conservationists for four decades have promoted wilderness designation for the DuNoir . . . .

13 Let’s be frank: Backcountry biking damages the land. Bikers often veer off trail just to keep from crashing. . . . Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do . . . . Speeding mountain bikers also endanger horse-packed and hikers on steep trails. Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.

14 Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry. At this point in our history, I believe that public land management should be about preserving wilderness and doing what’s best for the land and wildlife. Recreation can adapt. Though some—certainly not all—mountain bikers apparently view our public lands as outdoor gyms, that is not their function.

Glossary
wolverine: an animal with shaggy fur that looks like a small bear
the DuNoir: an area of Wyoming known for scenic views and wildlife
pristine: pure and undamaged
public land management: care and control of land that is owned by the public

Grade 5
English Language Arts
Practice Test

Question 8

Question and Scoring Guidelines
Question 8

Read this sentence from Passage 1.

“Lee says there’s no evidence that mountain bike tires cause any more erosion than hikers do.” (paragraph 3)

What is the meaning of erosion as it is used in paragraph 3 of Passage 1?

A. drought
B. harm
C. pebbles
D. waste

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Scoring Guidelines

Rationale for Option A: This is incorrect. A drought can lead to environmental erosion, but this is not the meaning of the word based on its use in the sentence.

Rationale for Option B: **Key** - The sentence indicates that tires will cause harm to nature through the erosion of the land.

Rationale for Option C: This is incorrect. Although the effect of erosion could be to generate small rocks, the context of the sentence does not support this interpretation of the word “erosion”.

Rationale for Option D: This is incorrect. Although bikers could be misunderstood as leaving waste, the context of the sentence does not support this meaning of the word “erosion”.

Sample Response: 1 point

Read this sentence from Passage 1.

“Lee says there’s no evidence that mountain bike tires cause any more erosion than hikers do.” (paragraph 3)

What is the meaning of erosion as it is used in paragraph 3 of Passage 1?

- [ ] A drought
- [ ] harm
- [ ] C pebbles
- [ ] D waste
Grade 5
English Language Arts
Practice Test

Question 9

Question and Scoring Guidelines
Question 9

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

**Part A**
Select **two** main ideas from Passage 1.

A) More people are interested in mountain biking.

B) People can ride mountain bikes in limited places.

C) Bans on mountain bikes in wilderness areas should be reconsidered.

D) Mountain bikes provide people with easier access into hard-to-reach areas of the wilderness.

E) Solutions related to mountain biking in wilderness areas can be found if people work together.

**Part B**
Select **two** details that support the answers in Part A.

A) “It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas.” (paragraph 1)

B) “They help people move about.” (paragraph 5)

C) “He is with the Wilderness Society.” (paragraph 6)

D) “Rowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act.” (paragraph 7)

E) “The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate.” (paragraph 9)

**Points Possible:** 2

**Topic:** Informational

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

a. Determine the main ideas of a text and explain how they are supported by key details.

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

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

In Part A:

- C) Bans on mechanical transport in wilderness areas should be reconsidered.
  AND
- E) Solutions related to mountain biking in wilderness areas can be found if people work together.
  AND

In Part B:

- A) “It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas.” (paragraph 1)
  AND
- E) “The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate.” (paragraph 9)

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

In Part A:

- C) Bans on mechanical transport in wilderness areas should be reconsidered.
  AND
- E) Solutions related to mountain biking in wilderness areas can be found if people work together.
Grade 5
English Language Arts
Practice Test

Question 9

Sample Responses
Sample Response: 2 points

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

Part A
Select two main ideas from Passage 1.

A) More people are interested in mountain biking.

B) People can ride mountain bikes in limited places.

C) Bans on mountain bikes in wilderness areas should be reconsidered.

D) Mountain bikes provide people with easier access into hard-to-reach areas of the wilderness.

E) Solutions related to mountain biking in wilderness areas can be found if people work together.

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

A) “It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas.” (paragraph 1)

B) “They help people move about.” (paragraph 5)

C) “He is with the Wilderness Society.” (paragraph 6)

D) “Rrowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act.” (paragraph 7)

E) “The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate.” (paragraph 9)

Notes on Scoring

This response receives full credit (2 points) because the two main ideas of the passage are correctly identified in Part A and the supporting details are correctly identified in Part B.
Sample Response: 1 point

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

**Part A**
Select **two** main ideas from Passage 1.

A) More people are interested in mountain biking.
B) People can ride mountain bikes in limited places.
C) Bans on mountain bikes in wilderness areas should be reconsidered.
D) Mountain bikes provide people with easier access into hard-to-reach areas of the wilderness.
E) Solutions related to mountain biking in wilderness areas can be found if people work together.

**Part B**
Select **two** details that support the answers in Part A.

A) "It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas." (paragraph 1)
B) "They help people move about." (paragraph 5)
C) "He is with the Wilderness Society." (paragraph 6)
D) "Rowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act." (paragraph 7)
E) "The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate." (paragraph 9)

**Notes on Scoring**
This response receives partial credit (1 point). The main ideas of the passage are correctly identified in Part A. However, in Part B, only one of the correct supporting details is identified (option A). In order to receive full credit for this item, both correct answers (options A and E) must be selected in Part B.
Sample Response: 1 point

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

Part A
Select two main ideas from Passage 1.

A) More people are interested in mountain biking.
B) People can ride mountain bikes in limited places.
C) Bans on mountain bikes in wilderness areas should be reconsidered.
D) Mountain bikes provide people with easier access into hard-to-reach areas of the wilderness.
E) Solutions related to mountain biking in wilderness areas can be found if people work together.

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

A) “It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas.” (paragraph 1)
B) “They help people move about.” (paragraph 5)
C) “He is with the Wilderness Society.” (paragraph 6)
D) “Rowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act.” (paragraph 7)
E) “The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate.” (paragraph 9)

Notes on Scoring

This response receives partial credit (1 point). The main ideas of the passage are correctly identified in Part A. However, in Part B, only one of the correct supporting details is selected (option A). In order to receive full credit for this item, both correct answers (options A and E) must be selected in Part B.
Sample Response: 0 points

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

Part A
Select two main ideas from Passage 1.

A) More people are interested in mountain biking.
B) People can ride mountain bikes in limited places.
C) Bans on mountain bikes in wilderness areas should be reconsidered.
D) Mountain bikes provide people with easier access into hard-to-reach areas of the wilderness.
E) Solutions related to mountain biking in wilderness areas can be found if people work together.

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

A) "It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas." (paragraph 1)
B) "They help people move about." (paragraph 5)
C) "He is with the Wilderness Society." (paragraph 6)
D) "Rowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act." (paragraph 7)
E) "The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate." (paragraph 9)

Notes on Scoring
This response receives no credit (0 points) because option D is incorrectly identified as a main idea of the passage in Part A. In order to receive partial credit for this item, both correct answers (options C and E) 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
Select two main ideas from Passage 1.

A) More people are interested in mountain biking.
B) People can ride mountain bikes in limited places.
C) Bans on mountain bikes in wilderness areas should be reconsidered.
D) Mountain bikes provide people with easier access into hard-to-reach areas of the wilderness.
E) Solutions related to mountain biking in wilderness areas can be found if people work together.

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

A) “It would allow bikers to join hikers and horseback riders in those scenic, undisturbed areas.” (paragraph 1)
B) “They help people move about.” (paragraph 5)
C) “He is with the Wilderness Society.” (paragraph 6)
D) “Rowsome said that only about 10 to 12 percent of all U.S. public lands are protected under the Wilderness Act.” (paragraph 7)
E) “The mountain bikers say bikers should instead focus on working with interest groups and lawmakers to negotiate.” (paragraph 9)

Notes on Scoring

This response receives no credit (0 points) because options A and D are incorrectly identified as main ideas of the passage in Part A. In order to receive partial credit for this item, both correct answers (options C and E) must be identified in Part A.
Grade 5
English Language Arts
Practice Test

Question 10

Question and Scoring Guidelines
Question 10

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

**Part A**
Which idea could be supported by both passages?

A. Protecting the land should be the primary concern of government.
B. Mountain bikers are concerned that changing the law might be too difficult.
C. Mountain bikers have access to other places where their bikes are less harmful to the land.
D. Opening wilderness areas to mountain biking would lead to other mechanical devices being allowed on trails.

**Part B**
Select two sentences, one from each passage, that support the answer in Part A.

- □ “They have introduced a new bill.” (Passage 1, paragraph 1)
- □ “But conservationists say allowing the bicycles will alter the character of those spaces.” (Passage 1, paragraph 6)
- □ “We don’t need to ride our bikes everywhere.” (Passage 1, paragraph 10)
- □ “Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do.” (Passage 2, paragraph 13)
- □ “Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.” (Passage 2, paragraph 13)
- □ “Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry.” (Passage 2, paragraph 14)

**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.


Scoring Guidelines

Part A
Rationale for Option A: This is incorrect. While Passage 1 does refer to the government’s role in protecting the land, neither passage takes a stance on what the primary concern of the government should be.

Rationale for Option B: This is incorrect. While Passage 1 does imply that changing the law might be challenging, Passage 2 does not discuss changing the law.

Rationale for Option C: Key – Passage 1 acknowledges that bikers have access to many other areas and “don’t need to ride [their] bikes everywhere”. Passage 2 also agrees with this statement and indicates that bikers have roads and that “recreation can adapt”.

Rationale for Option D: This is incorrect. While Passage 1 does acknowledge that mountain bikes are currently categorized as “mechanical devices”, neither passage supports the idea that allowing mountain bikes in wilderness areas would lead to other mechanical devices being allowed on trails.

Part B
Rationale for First Option: This is incorrect. This sentence from Passage 1 does not support the idea that mountain bikers have access to other places that are less harmful to the land.

Rationale for Second Option: This is incorrect. While this supports the idea that bikers should not ride in wilderness areas, it does not support the idea that mountain bikers have access to other places that are less harmful to the land.

Rationale for Third Option: Key – This shows that bikers don’t need access to every piece of land and implies that they have access to plenty of areas in which to ride.

Rationale for Fourth Option: This is incorrect. This shows more of a negative aspect of riding in the wilderness than the idea that mountain bikers have access to other places.

Rationale for Fifth Option: This is incorrect. While this shows the potential for mountain bikes to be dangerous, it does not support the idea that mountain bikers have access to other areas.

Rationale for Sixth Option: Key – This shows that mountain bikers can take their bikes on roads, where they cause less damage to wilderness areas.
Grade 5
English Language Arts
Practice Test

Question 10

Sample Responses
Sample Response: 2 points

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

**Part A**
Which idea could be supported by both passages?

- A. Protecting the land should be the primary concern of government.
- B. Mountain bikers are concerned that changing the law might be too difficult.
- C. Mountain bikers have access to other places where their bikes are less harmful to the land.
- D. Opening wilderness areas to mountain biking would lead to other mechanical devices being allowed on trails.

**Part B**
Select two sentences, one from each passage, that support the answer in Part A.

- □ “They have introduced a new bill.” (Passage 1, paragraph 1)
- □ “But conservationists say allowing the bicycles will alter the character of those spaces.” (Passage 1, paragraph 6)
- ✓ “We don’t need to ride our bikes everywhere.” (Passage 1, paragraph 10)
- □ “Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do.” (Passage 2, paragraph 13)
- □ “Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.” (Passage 2, paragraph 13)
- ✓ “Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry.” (Passage 2, paragraph 14)

**Notes on Scoring**

This response receives full credit (2 points). The information that can be found in both passages is correctly identified in Part A. In Part B, one sentence from each passage that supports the correct answer in Part A has been correctly selected.
Sample Response: 1 point

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

**Part A**

Which idea could be supported by both passages?

- Protecting the land should be the primary concern of government.
- Mountain bikers are concerned that changing the law might be too difficult.
- Mountain bikers have access to other places where their bikes are less harmful to the land.
- Opening wilderness areas to mountain biking would lead to other mechanical devices being allowed on trails.

**Part B**

Select **two** sentences, one from each passage, that support the answer in Part A.

- “They have introduced a new bill.” (Passage 1, paragraph 1)
- “But conservationists say allowing the bicycles will alter the character of those spaces.” (Passage 1, paragraph 6)
- “We don’t need to ride our bikes everywhere.” (Passage 1, paragraph 10)
- “Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do.” (Passage 2, paragraph 13)
- “Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.” (Passage 2, paragraph 13)
- “Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry.” (Passage 2, paragraph 14)

**Notes on Scoring**

This response receives partial credit (1 point). In Part A, option C is correctly identified as information found in both of the passages. However, the two supporting sentences that are selected in Part B (options A and B) are incorrect; these sentences come from the same passage, neither of which support the correct answer in Part A.
Sample Response: 1 point

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

Part A

Which idea could be supported by both passages?

A Protecting the land should be the primary concern of government.
B Mountain bikers are concerned that changing the law might be too difficult.
C Mountain bikers have access to other places where their bikes are less harmful to the land.
D Opening wilderness areas to mountain biking would lead to other mechanical devices being allowed on trails.

Part B

Select two sentences, one from each passage, that support the answer in Part A.

☐ “They have introduced a new bill.” (Passage 1, paragraph 1)
☐ “But conservationists say allowing the bicycles will alter the character of those spaces.” (Passage 1, paragraph 6)
☒ “We don’t need to ride our bikes everywhere.”” (Passage 1, paragraph 10)
☒ “Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do.”” (Passage 2, paragraph 13)
☐ “Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.” (Passage 2, paragraph 13)
☐ “Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry.” (Passage 2, paragraph 14)

Notes on Scoring

This response receives partial credit (1 point). In Part A, option C is correctly identified as information found in both of the passages. However, only one of the correct supporting sentences (option C) is selected in Part B. In order to receive full credit for this item, both correct answers (options C and F) must be selected in Part B.
Sample Response: 1 point

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

Part A

Which idea could be supported by both passages?

A. Protecting the land should be the primary concern of government.
B. Mountain bikers are concerned that changing the law might be too difficult.
C. Mountain bikers have access to other places where their bikes are less harmful to the land.
D. Opening wilderness areas to mountain biking would lead to other mechanical devices being allowed on trails.

Part B

Select two sentences, one from each passage, that support the answer in Part A.

☐ “They have introduced a new bill.” (Passage 1, paragraph 1)
☐ “But conservationists say allowing the bicycles will alter the character of those spaces.” (Passage 1, paragraph 6)
☐ “We don’t need to ride our bikes everywhere.” (Passage 1, paragraph 10)
☐ “Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do.” (Passage 2, paragraph 13)
☒ “Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.” (Passage 2, paragraph 13)
☒ “Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry.” (Passage 2, paragraph 14)

Notes on Scoring

This response receives partial credit (1 point). In Part A, option C is correctly identified as information found in both of the passages. However, only one of the correct supporting sentences (option F) is selected in Part B. In order to receive full credit for this item, both correct answers (options C and F) must be selected in Part B.
Sample Response: 0 points

<table>
<thead>
<tr>
<th>Part A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which idea could be supported by both passages?</td>
<td></td>
</tr>
<tr>
<td>A Protecting the land should be the primary concern of government.</td>
<td></td>
</tr>
<tr>
<td>B Mountain bikers are concerned that changing the law might be too</td>
<td></td>
</tr>
<tr>
<td>difficult.</td>
<td></td>
</tr>
<tr>
<td>C Mountain bikers have access to other places where their bikes are</td>
<td></td>
</tr>
<tr>
<td>less harmful to the land.</td>
<td></td>
</tr>
<tr>
<td>D Opening wilderness areas to mountain biking would lead to other</td>
<td></td>
</tr>
<tr>
<td>mechanical devices being allowed on trails.</td>
<td></td>
</tr>
</tbody>
</table>

| Part B                                                                 |   |
| Select two sentences, one from each passage, that support the answer  |   |
| in Part A.                                                            |   |
| □ “They have introduced a new bill.” (Passage 1, paragraph 1)         |   |
| □ “But conservationists say allowing the bicycles will alter the      |   |
| character of those spaces.” (Passage 1, paragraph 6)                  |   |
| □ “We don’t need to ride our bikes everywhere.”” (Passage 1, paragraph |   |
| 10)                                                                  |   |
| □ “Because mountain bikers ride fast, they startle wildlife more     |   |
| than hikers or horseback-riders do.” (Passage 2, paragraph 13)        |   |
| □ “Let’s face it: Mountain bikers need all that protective gear      |   |
| because they’re not always in control.” (Passage 2, paragraph 13)    |   |
| □ “Generally speaking, the place for mountain bikes is on roads,     |   |
| not in relatively pristine backcountry.” (Passage 2, paragraph 14)   |   |

Notes on Scoring

This response receives no credit (0 points) because the student did not correctly identify the information found in both of the passages in Part A; option B is not the correct answer. In order to receive partial credit for this item, the idea shared by both passages must be correctly identified in Part A. No credit can be given for Part B if Part A is incorrect.
**Sample Response: 0 points**

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

### Part A

Which idea could be supported by both passages?

- Protecting the land should be the primary concern of government.
- Mountain bikers are concerned that changing the law might be too difficult.
- Mountain bikers have access to other places where their bikes are less harmful to the land.
- Opening wilderness areas to mountain biking would lead to other mechanical devices being allowed on trails.

### Part B

Select **two** sentences, one from each passage, that support the answer in Part A.

- ☑ “They have introduced a new bill.” (Passage 1, paragraph 1)
- ☐ “But conservationists say allowing the bicycles will alter the character of those spaces.” (Passage 1, paragraph 6)
- ☐ “We don’t need to ride our bikes everywhere.”” (Passage 1, paragraph 10)
- ☐ “Because mountain bikers ride fast, they startle wildlife more than hikers or horseback-riders do.” (Passage 2, paragraph 13)
- ☑ “Let’s face it: Mountain bikers need all that protective gear because they’re not always in control.” (Passage 2, paragraph 13)
- ☐ “Generally speaking, the place for mountain bikes is on roads, not in relatively pristine backcountry.” (Passage 2, paragraph 14)

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**Notes on Scoring**

This response receives no credit (0 points) because the student did not correctly identify the information found in both of the passages in Part A; option A is not the correct answer. In order to receive partial credit for this item, the idea shared by both passages must be correctly identified in Part A. No credit can be given for Part B if Part A is incorrect.
Grade 5
English Language Arts
Practice Test
Question 11

Question and Scoring Guidelines
Question 11

How does the author of Passage 2 make a connection between his wolverine sighting and the issue of allowing mountain bikes on trails?

A. He explains that wildlife can frighten mountain bikers easily and cause accidents.
B. He suggests that mountain bikers damage the wilderness some species need to survive.
C. He suggests that it is necessary to keep people away from animals in their natural habitats.
D. He explains that mountain bikers often go off trail and this can cause wildlife to leave the area.

Points Possible: 1

Topic: Informational

Content Standard: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.


Scoring Guidelines

**Rationale for Option A:** This is incorrect. Passage 2 suggests that accidents could happen to mountain bikers on trails, but the danger is presented as a problem for wildlife and not the bikers themselves.

**Rationale for Option B:** **Key** - Passage 2 suggests in paragraph 13 that mountain biking “damages the land” and connects this with the importance of protecting endangered species.

**Rationale for Option C:** This is incorrect. The author of Passage 2 is more concerned with mountain bikers specifically, rather than keeping all humans out of certain animal habitats.

**Rationale for Option D:** This is incorrect. Passage 2 does introduce the idea that wolverine populations are decreasing, but it does not suggest that the decrease is from wolverines leaving the immediate area after a bike goes off the trail.

**Sample Response: 1 point**

How does the author of Passage 2 make a connection between his wolverine sighting and the issue of allowing mountain bikes on trails?

- A. He explains that wildlife can frighten mountain bikers easily and cause accidents.
- B. He suggests that mountain bikers damage the wilderness some species need to survive.
- C. He suggests that it is necessary to keep people away from animals in their natural habitats.
- D. He explains that mountain bikers often go off trail and this can cause wildlife to leave the area.
Grade 5
English Language Arts
Practice Test

Question 12

Question and Scoring Guidelines
Question 12

What does the word *veer* mean as it is used in paragraph 13 of Passage 2?

A. explore
B. park
C. reach
D. turn

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Scoring Guidelines

Rationale for Option A: This is incorrect. Paragraph 13 indicates that bikers leave the trail, but it is not in the hopes of exploring the area based on the context provided for “veer”.

Rationale for Option B: This is incorrect. The trails are placed in a park and an assumption could be to stop on the trails, but the context for the word “veer” does not indicate either of these meanings.

Rationale for Option C: This is incorrect. The bikers may need to reach the trail or they could reach off the trail, but the context does not support this interpretation of the word “veer”.

Rationale for Option D: Key – The paragraph indicates that bikers leave the trail to avoid crashes based on their speed and that this can startle wildlife. These context clues indicate that the bikers are turning off the trail.

Sample Response: 1 point

What does the word *veer* mean as it is used in paragraph 13 of Passage 2?

- A. explore
- B. park
- C. reach
- D. turn
Grade 5
English Language Arts
Practice Test

Question 13

Question and Scoring Guidelines
Question 13

Select two sentences that compare the perspectives presented in the passages.

- The passages present differing views on how mountain bikes impact trails.
- The passages present similar views on the purpose for visiting wilderness trails.
- The passages present similar views on the importance of protecting the wilderness.
- The passages present similar views on the safety risks presented by mountain bikes on trails.
- The passages present differing views on how desirable the trails would be for mountain bikers.

Points Possible: 1

Topic: Informational

Content Standard: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.
Scoring Guidelines

Rationale for First Option: Key - Both authors present varying perspectives on whether bikes harm the trails in wilderness areas.

Rationale for Second Option: This is incorrect. Passage 1 and Passage 2 focus on mountain bikers, but neither focuses specifically on the purpose of visiting the trails.

Rationale for Third Option: Key - Both authors present the view that the preservation of wilderness areas is important.

Rationale for Fourth Option: This is incorrect. Passage 2 focuses on the potential dangers of sharing trails with mountain bikers, but this is not an argument raised in Passage 1.

Rationale for Fifth Option: This is incorrect. Passage 1 indicates how happy mountain bikers would be if the trails were opened up to them, but Passage 2 does not discuss this.
Grade 5
English Language Arts
Practice Test

Question 13

Sample Responses
Sample Response: 1 point

Select **two** sentences that compare the perspectives presented in the passages.

- ☑ The passages present differing views on how mountain bikes impact trails.
- ☐ The passages present similar views on the purpose for visiting wilderness trails.
- ☑ The passages present similar views on the importance of protecting the wilderness.
- ☐ The passages present similar views on the safety risks presented by mountain bikes on trails.
- ☐ The passages present differing views on how desirable the trails would be for mountain bikers.

**Notes on Scoring**

This response receives full credit (1 point) because the student correctly identified the similarities and differences between the perspectives in each of the passages by selecting options A and C.
Sample Response: 0 points

Select two sentences that compare the perspectives presented in the passages.

- The passages present differing views on how mountain bikes impact trails.
- The passages present similar views on the purpose for visiting wilderness trails.
- The passages present similar views on the importance of protecting the wilderness.
- The passages present similar views on the safety risks presented by mountain bikes on trails.
- The passages present differing views on how desirable the trails would be for mountain bikers.

Notes on Scoring

This response receives no credit (0 points) because the student only identified one of the correct answers (option A); option D provides an incorrect similarity. In order to receive credit for this item, both correct answers must be selected.
Sample Response: 0 points

Select **two** sentences that compare the perspectives presented in the passages.

- [ ] The passages present differing views on how mountain bikes impact trails.
- [ ] The passages present similar views on the purpose for visiting wilderness trails.
- [ ] The passages present similar views on the importance of protecting the wilderness.
- [x] The passages present similar views on the safety risks presented by mountain bikes on trails.
- [x] The passages present differing views on how desirable the trails would be for mountain bikers.

**Notes on Scoring**

This response receives no credit (0 points) because the student identified two incorrect answers; neither option D nor option F correctly identifies a similarity or difference between the perspectives in the two passages. In order to receive credit for this item, both correct answers must be selected.
**Question 14**

How is the structure of Passage 1 different from the structure of Passage 2?

A. Passage 1 presents differing opinions about a proposed bill, while Passage 2 outlines the negative effects of backcountry biking.

B. Passage 1 describes the effects a proposed bill could have on bikers, while Passage 2 compares and contrasts the effects bikes have on wildlife.

C. Passage 1 introduces a problem with a bill and gives a solution, while Passage 2 introduces a problem and then gives several possible reasons for it.

D. Passage 1 outlines the steps needed to pass a bill to allow mountain bikes in wilderness areas, while Passage 2 explains the impact of mountain bikes on the land.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Scoring Guidelines

Rationale for Option A: Key – Passage 1 presents views on the argument for passing the proposed bill from various sources; Passage 2 outlines the negative impacts of backcountry biking from one source.

Rationale for Option B: This is incorrect. Part of Passage 1 does describe some of the responses to the proposal to allow mountain bikes in wilderness areas, but Passage 2 only shows the potential negative impact that bikes would have in the backcountry.

Rationale for Option C: This is incorrect. Passage 1 references different opinions about a bill; Passage 2 does not present a cause, but merely shows the potential negative impact that bikes would have in the backcountry.

Rationale for Option D: This is incorrect. While Passage 1 does introduce the bill, it does not outline steps needed to pass it; Passage 2 shows only the potential negative impact that bikes would have on the land.

Sample Response: 1 point

How is the structure of Passage 1 different from the structure of Passage 2?

- Passage 1 presents differing opinions about a proposed bill, while Passage 2 outlines the negative effects of backcountry biking.
- Passage 1 describes the effects a proposed bill could have on bikers, while Passage 2 compares and contrasts the effects bikes have on wildlife.
- Passage 1 introduces a problem with a bill and gives a solution, while Passage 2 introduces a problem and then gives several possible reasons for it.
- Passage 1 outlines the steps needed to pass a bill to allow mountain bikes in wilderness areas, while Passage 2 explains the impact of mountain bikes on the land.
Grade 5
English Language Arts
Practice Test

Question 15

Question and Scoring Guidelines
Question 15

Should the use of mountain bikes be allowed in wilderness areas?

Write a multi-paragraph response that explains whether the use of mountain bikes should or should not be allowed in wilderness areas. Include information from the passages that provides reasons and evidence that support your point of view. 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 point of view
- Pay attention to the grammar, structure and mechanics of your sentences

Be sure to include
- An introduction
- Information from the passages to support your point of view
- A conclusion

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Elaboration (Points)</th>
</tr>
</thead>
</table>
| 5     | Excellent, the response includes multiple perspectives, clear and relevant evidence, well-organized structure, and thoughtful elaboration. | Some variation in sentence structure, accurate evidence, and relevant points. | 3-5
| 4     | Strong, the response includes multiple perspectives, clear and relevant evidence, well-organized structure, and thoughtful elaboration. | Slight variation in sentence structure, occasional use of evidence, and relevant points. | 2-4
| 3     | Moderate, the response includes multiple perspectives, clear and relevant evidence, well-organized structure, and thoughtful elaboration. | Variations in sentence structure, limited use of evidence, and some relevant points. | 1-2
| 2     | Weak, the response includes multiple perspectives, clear and relevant evidence, well-organized structure, and thoughtful elaboration. | Significant variations in sentence structure, limited evidence, and few relevant points. | 0-1
| 1     | Minimal, the response includes multiple perspectives, clear and relevant evidence, well-organized structure, and thoughtful elaboration. | No sentence structure, few or no evidence, and minimal relevant points. | 0

Introduction and Conclusion
- Include a personal reflection or opinion
- Accurately cite sources, images, and data
- Clearly state the purpose and conclusion
- Use of transition words
- Accurate evidence, relevant, and clear
- Accurate use of transition words
- A maintained opinion, though some looseness
- Conclusion is directly supported and comprehensive
- A maintained opinion, though some looseness
- Conclusion is directly supported and comprehensive
- No evidence, weak structure

Score
- 5: Excellent
- 4: Strong
- 3: Moderate
- 2: Weak
- 1: Minimal
- 0: None
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (Points)</th>
<th>Evidence and Explanation (Points)</th>
<th>Conventions of Standard English (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No justification of topic.</td>
<td>No evidence from the support material(s).</td>
<td>Inadequate or off-topic organization, spelling, and punctuation.</td>
</tr>
<tr>
<td>1</td>
<td>Too few references to demonstrate knowledge of focus.</td>
<td>Limited expression of ideas. Inadequate or off-topic organization, spelling, and punctuation.</td>
<td>Errors in use of parentheses, colons, or other punctuation.</td>
</tr>
<tr>
<td>2</td>
<td>Conclusions possibly limited to simple constructions.</td>
<td>Inadequate or off-topic organization, spelling, and punctuation.</td>
<td>Some minor errors in use of punctuation, but overall acceptable organization.</td>
</tr>
</tbody>
</table>

The response demonstrates a lack of command of conventions of standard English (Points)
Grade 5
English Language Arts
Practice Test

Question 15

Sample Responses
Sample Response: 10 points

Laws are made to keep order and to protect people, places, and animals. There is a law currently protecting areas of wilderness in America. It stops people who want to ride their mountain bikes in wilderness areas. I believe that mountain bikers should not be allowed in wilderness areas.

People that love the outdoors enjoy it many different ways. Some hike, some horseback ride, and some love to ride their mountain bikes. I think that bikes can cause more harm than hiking. In Passage 1 paragraph 13, it talks about how speeding bikers endanger the hikers and people riding horseback. In the same paragraph it talks about how dangerous it is for the bikers also when it states that they “veer off trail to keep from crashing.” Based on these dangers, I don’t believe the laws should be changed.

There are also animals that need the wilderness not to be damaged in order to live. Bikes are rough on the land and could destroy it and the way that the animals live there. Alan Rowski in Passage 1 paragraph 6 points out that bikers are “tough on trails.” He also says that bikers “alter the character of those spaces.” If we allow the laws to be changed then the places where animals live will also be changed. It is important that animals and the homes they live in be protected.

In conclusion, bikers should not be allowed to destroy the wilderness by riding in some areas that do not need to be destroyed from their tires and speed. Just because you have a bike does not mean that you can ride it everywhere.

<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>
Notes on Scoring

This response receives full credit (10 points).

**Purpose, Focus and Organization** (4 points) — The student’s opinion is clearly stated (I believe that mountain bikers should not be allowed in wilderness areas). There are clear transitions from one paragraph to another. The student uses a logical progression of ideas. The response includes a deliberately crafted introduction and conclusion.

**Evidence and Elaboration** (4 points) — The response includes multiple instances of support, both directly quoted and paraphrased (In passage 1 paragraph 13, it talks about how speeding bikers endanger the hikers and people riding horseback). The sentence structure is varied throughout the response. There is evidence of task- and text-specific elaboration on points made in the response (If we allow the laws to be changed then the places where animals live will also be changed. It is important that animals and the homes they live in be protected.)

**Conventions** (2 points) — The response demonstrates an understanding of sophisticated punctuation, including how to offset an introductory clause (In conclusion, bikers...). There are minimal usage errors (horseback ride) that do not impede the meaning of the response.
Sample Response: 8 points

Many people enjoy being outside. Some like to fish or hike. A lot of people like to ride bikes. Bike riding is fun and is a good way to exercise. Some people bike for a hobby and sport and want to ride anywhere. I feel that as long as you are riding safely, that bike riders should be able to ride in the open wilderness if they want to.

I don’t believe bike wheels are different than wheelchairs that also help people get around in the wilderness as stated in the first passage in paragraph 6. When the law was passed back in 1964 bikes where made different than they are now. In the first passage from paragraph 23, there has been no evidence that bikes cause any more erosion than hikers. Passage 2 disagrees about this in paragraph 13.

So why can’t a person ride their bikes in the wilderness if they are not making it worse than the people who walk on that land? Because damage from bikes cannot be proven they should be allowed to bike in wilderness areas. This allows for more people to enjoy the wilderness. I believe it is important for many people to have this chance because I enjoy going outside myself.

I think the law should be passed to let mountain bikers ride in the wilderness where people are already hiking. This feels like a fair choice for everyone.

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<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>
Notes on Scoring

This response receives partial credit (8 points).

Purpose, Focus and Organization (3 points) — The student’s response includes a logical progression of ideas; however, the controlling idea is presented with a qualifier instead of being a clear statement of opinion (I feel that as long as you are riding safely, that bike riders should be able to ride in the open wilderness if they want to). The response also includes evidence that is not from the passage (...bikes where made different than they are now).

Evidence and Elaboration (3 points) — The response includes direct references to the text to support points made (In the first passage from paragraph 23, there has been no evidence...). There is some variation in sentence structure throughout.

Conventions (2 points) — The student’s response includes some errors in usage and spelling (where instead of were); however, the meaning of the response is never obstructed.
Sample Response: 5 points

I think people can ride a bike wherever they want to. If you buy your bike you can ride it.

When I got my bike for my birthday I wanted to ride it everywhere. My mom said that I was too young to ride to far from my house. I was mad at her for not letting me go where I wanted to go so I know how the man in passage 1 feels since he cant ride his bike where he wants to go. They are not bothering anybody if they want to ride the bikes. He says they don't hurt the land. I don't see nothing wrong with riding a bike in the outdoors.

I love my bike to and I want to ride it wherever I want to go to because riding my bike is fun. Riding in the wild would be fun so that is why we should be able to.

<table>
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<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) — The student’s response includes an opinion that is partially focused on the passage and task (If you buy your bike you can ride it). There is very little evidence of a progression of ideas.

**Evidence and Elaboration** (2 points) — The response includes an ineffective use of elaboration that is only loosely related to the passages (My mom said that I was too young to ride to far from my house and ...so I know how the man in passage 1 feels).

**Conventions** (1 point) — The response has several misspellings (to instead of too, and wherever) as well as inconsistent pronoun agreement (...he wants to go. They are...).
Sample Response: 3 points

People do not like to be told what to do. If somebody wants to ride a bike out side in the dessert they can. People walk and camp in the wilderness so they should be able to cook marsh mellows and bring bikes to the wilderness. I went camping and it was fun but my friend was ready to go home.

People have to follow the law though. It is the law to not ride there so they don’t.

One guy says how cool it is to see animals. My friend should have stayed and we could maybe had seen something cool. I want to see a wolverine.

<table>
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<tbody>
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<td>1</td>
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<td>1</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives partial credit (3 points).

Purpose, Focus and Organization (1 point) — The student’s response includes a confusing opinion (If somebody wants to ride a bike out side in the dessert they can and People have to follow the law though. It is the law to not ride there so they don’t). The progression of ideas is unfocused. There is no clear organization.

Evidence and Elaboration (1 point) — The response includes an indirect reference to the text as evidence (One guy says how cool it is to see animals). There is a significant amount of extraneous information.

Conventions (1 point) — The response has multiple usage errors that include run-ons (I went camping and it was fun but my friend was ready to go home and People have to follow the law though. It is the law to not ride there so they don’t). There are also a number of misspellings. The limited response provides little evidence of understanding of the rules of standard English.