Ohio’s State Tests

ITEM RELEASE

SPRING 2018

GRADE 4

ENGLISH LANGUAGE ARTS
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<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>
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* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.
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<tr>
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<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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</tbody>
</table>

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.
Grade 4
English Language Arts
Spring 2018 Item Release

Stimulus for Questions 7 - 14
Stimulus for Questions 7 - 14

These two passages have been written by the same author. In them, she shares different ways that animals can show their intelligence.

Passage 1: Clever Critters
by Aline Alexander Newman

Fox Photographer

1 Jessie the red fox pup is curious. At New Forest Wildlife Park in Ashurst, England, she approaches photographer Simon Czapp . . . . Surprised, the photographer lets her sniff his shoes and stick her nose in his camera lens.

2 When Jessie stops, Czapp sets up a camera mounted on a tripod next to a tree stump. Then clutching a second camera, he steps back to watch. The little fox doesn’t disappoint. She climbs onto the stump and examines the camera. “She looks funny,” says the photographer, who snaps picture after picture.

3 Later Czapp uploads photos from the shoot to his computer. Alongside his pictures are others he didn’t take—they were taken by the fox! Jessie snapped herself reflected in a window, and she captured the photographer photographing her. “Technically my pictures were better,” Czapp says. “But hers were nicely framed.” Someone should give this furry shutterbug a selfie stick.

Clever Crocs

4 Scientist Vladimir Dinets is watching crocodiles in India. Some of them swim up under floating sticks and laze around for hours, balancing the sticks on their snouts. “I think it’s just for camouflage,” he says. But years later at Florida’s Saint Augustine Alligator Farm Zoological Park, he sees American crocodiles doing the same thing. Dinets notices a huge colony of nesting egrets nearby just as there was in India. Is there a connection between the crocs and these birds?

5 Intrigued, Dinets makes two discoveries. “The crocodiles tend to carry sticks near egret colonies, mostly at nest-building time,” he says. Why? The crafty crocs are using sticks as bait to lure the unsuspecting birds closer. Then when an egret reaches for a stick to add to its nest, the hungry croc quickly opens its mouth. Snap! . . . . Dinets’s research proves that reptiles use tools. It also makes crocodiles the only animals scientists know that hunt “in season.”

Glossary

selfie stick: a long stick that attaches to a camera or cell phone in order to take a better photo
intrigued: interested

Excerpt from "Clever Critters" By Aline Alexander Newman, from National Geographic Kids. Copyright © 2015 by National Geographic. Reprinted by permission of National Geographic. via Copyright Clearance Center.
Passage 2: World’s Smartest Animal?
by Aline Alexander Newman

6 Elephants fascinate scientists. Sure, dolphins, gorillas, dogs, and parrots are smart, but could elephants be the smartest animal of all? Here are...true elephant stories to help you decide.

Elephants have long memories.

7 Elephants never forget. “They keep coming to places they like, no matter what,” says photographer Frans Lanting, who snapped a picture of an unusual “guest” at the Mfuwe Lodge in Zambia, a country in Africa. The shot...features a wild elephant heading through the lobby toward a mango tree in the lodge’s inner courtyard.

8 The elephant’s herd has been visiting that tree every November for at least 34 years. That was long before Andy Hogg and his partner built the lodge 15 years ago. When the herd first found a building blocking their path, the group’s female leader, Wonky Tusk, didn’t hesitate. She led her family up the steps and into the reception area. For six weeks the elephants returned every day to eat the tree’s fruit. And they’ve been back again every year since.

Elephants have a sense of humor.

9 A resident of the Smithsonian National Zoological Park in Washington, D.C., Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi. Both received a daily ration of apples and carrots. “One day Ambika pushed her apples over to Shanthi,” says Marie Galloway, the zoo’s elephant manager. A friendly gesture, right? Shanthi thought so. She took the apples and gave Ambika her carrots. Little did Shanthi know that Ambika’s motives were not so nice.

10 By trading a few times, Ambika lured Shanthi into trusting her. One day Shanthi reached for the apples and...ha! Ambika kicked her! Shanthi wasn’t hurt. But the joke was on her. “Ambika set her up,” Galloway says. “If an elephant can have a sense of humor, Ambika sure has one.”

Elephants make tools.

11 Elephants’ furless skin is super-sensitive. Tormented by biting flies, several captive Asian elephants in Nepal build their own flyswatters. An elephant uses its trunk to hold a leafy branch and swish it around its body, shooing away flies. Animal behaviorists Benjamin and Lynette Hart even observed individual elephants shortening a swatter and stripping off extra leaves to personalize their tool.

Glossary

gesture: sign

motives: reasons for doing something

Excerpt from “World’s Smartest Animal?”
By Aline Alexander Newman, from National Geographic Kids. Copyright © 2015 by National Geographic. Reprinted by permission of National Geographic. via Copyright Clearance Center.
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English Language Arts
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Question 7

Question and Scoring Guidelines
Question 7

How did Vladimir Dinets’s visit to Florida’s Saint Augustine Alligator Farm Zoological Park change his thinking about crocodiles?

A. He realized they can stay still for a long time.
B. He realized they eat egrets and fish.
C. He realized they are lazy animals.
D. He realized they use tools.

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

Rationale for Option A: This is incorrect. Dinets already knew that crocodiles could balance the sticks on their snouts for several hours.

Rationale for Option B: This is incorrect. Dinets already knew the crocodiles liked to eat egrets before he went to Florida.

Rationale for Option C: This is incorrect. Although Dinets noticed the crocodiles “laze around for hours” under a floating stick, he at first believed that this is to camouflage themselves, not because they are lazy.

Rationale for Option D: Key - On Dinets’s trip to Florida, he realized that crocodiles use floating sticks as tools to hunt for birds.

Sample Response: 1 point

How did Vladimir Dinets’s visit to Florida’s Saint Augustine Alligator Farm Zoological Park change his thinking about crocodiles?

- He realized they can stay still for a long time.
- He realized they eat egrets and fish.
- He realized they are lazy animals.
- He realized they use tools.
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Question 8

Question and Scoring Guidelines
Question 8

How is the information in Passage 1, "Clever Critters" organized?

A  by comparing what the animals eat
B  by describing the animals that are being discussed
C  by showing the problems the animals face and how they solve them
D  by showing the steps animal experts follow to study animals in the wild

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 headings do not suggest that the content will compare what the animals eat.

Rationale for Option B: **Key** – The headings in Passage 1 tell the reader which animals will be discussed in the passage.

Rationale for Option C: This is incorrect. The headings do not clue the reader to any problems the animals have.

Rationale for Option D: This is incorrect. The headings do not tell the reader the way animal experts study animals in the wild.

Sample Response: 1 point

How is the information in Passage 1, “Clever Critters” organized?

- by comparing what the animals eat
- by describing the animals that are being discussed
- by showing the problems the animals face and how they solve them
- by showing the steps animal experts follow to study animals in the wild
Question 9

Based on Passage 1, why do crocodiles use floating sticks?

• A to hide from enemies
• B to catch nesting birds
• C to rest on in the water
• D to travel down the river

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 Option A: This is incorrect. The passage states that crocodiles use floating sticks to catch egrets at nesting time, not to use them to hide from enemies.

Rationale for Option B: Key - Paragraph 5 describes that “the crafty crocs are using sticks as bait to lure the unsuspecting birds closer”.

Rationale for Option C: This is incorrect. The passage states that crocodiles use floating sticks to catch egrets at nesting time, not to rest on them in the water.

Rationale for Option D: This is incorrect. The passage states that crocodiles use floating sticks to catch egrets at nesting time, not to use them to travel down the river.

Sample Response: 1 point

Based on Passage 1, why do crocodiles use floating sticks?

A. to hide from enemies
B. to catch nesting birds
C. to rest on in the water
D. to travel down the river
Question 10

Question and Scoring Guidelines
Question 10

Read this sentence from Passage 2.

"Both received a daily ration of apples and carrots." (paragraph 9)

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

A. amount
B. catch
C. exchange
D. surprise

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 Option A:** **Key** - The word “ration” means portion, or a set amount of food.

**Rationale for Option B:** This is incorrect. Although the elephants receive a daily portion of apples and carrots, they do not have to catch them. Apples and carrots are gathered, not hunted.

**Rationale for Option C:** This is incorrect. Although the elephants do exchange the apples and carrots with each other, this is not the meaning of the word “ration”.

**Rationale for Option D:** This is incorrect. Since the elephants are given these snacks every day, they are not surprised when they receive them.

**Sample Response: 1 point**

Read this sentence from Passage 2.

“Both received a daily *ration* of apples and carrots.” (paragraph 9)

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

- A amount
- B catch
- C exchange
- D surprise
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English Language Arts
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Question 11

Question and Scoring Guidelines
**Question 11**

Read the sentences from Passage 2.

"By trading a few times, Ambika *bullied* Shanthi into trusting her. One day Shanthi reached for the apples and... ha!" (paragraph 10)

What does the word *bullied* suggest about how Ambika treated Shanthi?

1. Ambika tried to cheer Shanthi up by giving her apples.
2. Ambika wanted to be nice to Shanthi since she was the leader of the herd.
3. Ambika wanted Shanthi to think she could eat Ambika’s apples every time.
4. Ambika changed her mind and did not want Shanthi to eat her apples that day.

**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 Option A:** This is incorrect. Ambika did not give her apples to Shanthi because Shanthi was sad; she wanted to play a trick on Shanthi.

**Rationale for Option B:** This is incorrect. It is more likely that Ambika would be the leader of the herd because she was older. Ambika sharing her apples with Shanthi seemed nice at first, but really she was playing a trick on Shanthi.

**Rationale for Option C:** **Key** - The word “lulled” suggests that Ambika offered the apples to Shanthi. It was a trick, however Ambika kicked Shanthi when she ate them.

**Rationale for Option D:** This is incorrect. Although it is clear that Ambika did not want Shanthi to eat her apples that day, the word “lulled” suggests she wanted Shanthi to believe she could eat the apples. She didn’t all of a sudden change her mind about it.

**Sample Response: 1 point**

Read the sentences from Passage 2.

“By trading a few times, Ambika *lulled* Shanthi into trusting her. One day Shanthi reached for the apples and . . . ha!” (paragraph 10)

What does the word *lulled* suggest about how Ambika treated Shanthi?

- Ambika tried to cheer Shanthi up by giving her apples.
- Ambika wanted to be nice to Shanthi since she was the leader of the herd.
- Ambika wanted Shanthi to think she could eat Ambika’s apples every time.
- Ambika changed her mind and did not want Shanthi to eat her apples that day.
Question 12

Based on the information in both passages, why does the author feel that elephants might be the smartest animals in the world?

- Elephants use many types of skills.
- Elephants learn things by being curious.
- Elephants are comfortable around people.
- Elephants make tools to survive in the wild.

Points Possible: 1

Topic: Informational

Content Standard: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Scoring Guidelines

**Rationale for Option A:** Key – Based on information about the skills elephants use, the conclusion can be drawn that elephants are the smartest animals.

**Rationale for Option B:** This is incorrect. While this may be true, the fox is shown to learn things through curiosity as well.

**Rationale for Option C:** This is incorrect. While the passages do show that elephants are fairly comfortable around people, the fox is also shown to be comfortable around the photographer.

**Rationale for Option D:** This is incorrect. While this may be true, and Passage 2 gives an example of captive elephants making and using tools, people have also observed crocodiles using tools in a carefully planned way.

**Sample Response: 1 point**

- Based on the information in both passages, why does the author feel that elephants might be the smartest animals in the world?
  - Elephants use many types of skills.
  - Elephants learn things by being curious.
  - Elephants are comfortable around people.
  - Elephants make tools to survive in the wild.
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Question 13

Question and Scoring Guidelines
Question 13

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

Part A
What is a main idea of both passages?
A. Animals learn ways to protect themselves.
B. Animals that live in zoos do things to amuse visitors.
C. Animals show they are smart in many different ways.
D. Animals remember the best ways to gather and hunt for food.

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

☐ “At New Forest Wildlife Park in Ashurst, England, she approaches photographer Simon Czapp.” (Passage 1, paragraph 1)
☐ “Alongside his pictures are others he didn’t take—they were taken by the fox!” (Passage 1, paragraph 3)
☐ “Scientist Vladimir Dinets is watching crocodiles in India.” (Passage 1, paragraph 4)
☐ “. . . Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi.” (Passage 2, paragraph 9)
☐ “Elephants’ furless skin is super-sensitive.” (Passage 2, paragraph 11)
☐ “Animal behaviorists . . . observed individual elephants shortening a swatter and stripping off extra leaves to personalize their tool.” (Passage 2, paragraph 11)

Points Possible: 2  
Topic: Informational  
Content Standard: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
**Scoring Guidelines**

**Part A**

**Rationale for Option A:** This is incorrect. Although elephants do show that they can protect themselves from biting flies, this is not the main idea of both passages. This is a supporting detail.

**Rationale for Option B:** This is incorrect. Although the elephants at the zoo may entertain visitors, this is not the main idea of both passages.

**Rationale for Option C:** **Key** - The main idea of both passages is that animals show signs of intelligence.

**Rationale for Option D:** This is incorrect. Although animals’ hunting and eating habits are discussed in both passages, this is a supporting detail in each passage, not a main idea.

**Part B**

**Rationale for First Option:** This is incorrect. This is a minor detail in Passage 1 and does not support the main idea.

**Rationale for Second Option:** **Key** - This detail supports the idea that a fox’s curiosity taught her how to take a picture, showing that she is clever.

**Rationale for Third Option:** This is incorrect. This is a minor detail in Passage 1 and does not support the main idea.

**Rationale for Fourth Option:** This is incorrect. This option may attract students who select the main idea that animals entertain people at zoos, but that is not the main idea of both passages.

**Rationale for Fifth Option:** This is incorrect. This option may attract students who select the main idea that animals learn how to protect themselves, but that is not the main idea of both passages.

**Rationale for Sixth Option:** **Key** - This detail supports the idea that elephants have long memories—a sign of animal intelligence—and this is the main idea for both passages.
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English Language Arts
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Question 13

Sample Responses
Sample Response: 2 points

This response receives full credit (2 points). The main idea is correctly identified in Part A as Option C. In Part B, the details that support the main idea, Options B and F, have been selected.
**Sample Response: 1 point**

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

### Part A

What is a main idea of both passages?

- Animals learn ways to protect themselves.
- Animals that live in zoos do things to amuse visitors.
- Animals show they are smart in many different ways.
- Animals remember the best ways to gather and hunt for food.

### Part B

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

- "At New Forest Wildlife Park in Ashurst, England, she approaches photographer Simon Czapp." (Passage 1, paragraph 1)
- "Alongside his pictures are others he didn’t take—they were taken by the fox!" (Passage 1, paragraph 3)
- "Scientist Vladimir Dinets is watching crocodiles in India." (Passage 1, paragraph 4)
- "...Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi." (Passage 2, paragraph 9)
- "Elephants’ furless skin is super-sensitive." (Passage 2, paragraph 11)
- "Animal behaviorists ... observed individual elephants shortening a swatter and stripping off extra leaves to personalize their tool." (Passage 2, paragraph 11)

### Notes on Scoring

This response receives partial credit (1 point). The main idea is correctly identified in Part A as Option C. In Part B, Options A and D are incorrectly selected as support for the main idea in Part A. To receive full credit, 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**
What is a main idea of both passages?

- Animals learn ways to protect themselves.
- Animals that live in zoos do things to amuse visitors.
- Animals show they are smart in many different ways.
- Animals remember the best ways to gather and hunt for food.

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

- "At New Forest Wildlife Park in Ashurst, England, she approaches photographer Simon Czapp." (Passage 1, paragraph 1)
- "Alongside his pictures are others he didn’t take—they were taken by the fox!" (Passage 1, paragraph 3)
- "Scientist Vladimir Dinets is watching crocodiles in India." (Passage 1, paragraph 4)
- "...Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi." (Passage 2, paragraph 9)
- "Elephants’ furless skin is super-sensitive." (Passage 2, paragraph 11)
- "Animal behaviorists...observed individual elephants shortening a swatter and stripping off extra leaves to personalize their tool.” (Passage 2, paragraph 11)

**Notes on Scoring**

This response receives partial credit (1 point). The main idea is correctly identified in Part A as Option C. In Part B, Option B correctly supports the main idea; however, Option D is incorrectly selected as the second support for the main idea in Part A. To receive full credit, Part A and Part B must be correct.
Sample Response: 0 points

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

Part A
What is a main idea of both passages?
① Animals learn ways to protect themselves.
② Animals that live in zoos do things to amuse visitors.
③ Animals show they are smart in many different ways.
⑥ Animals remember the best ways to gather and hunt for food.

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

☐ “At New Forest Wildlife Park in Ashurst, England, she approaches photographer Simon Czapp.” (Passage 1, paragraph 1)

☐ “Alongside his pictures are others he didn’t take—they were taken by the fox!” (Passage 1, paragraph 3)

□ “Scientist Vladimir Dinets is watching crocodiles in India.” (Passage 1, paragraph 4)

☐ “. . . Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi.” (Passage 2, paragraph 9)

☐ “Elephants’ furless skin is super-sensitive.” (Passage 2, paragraph 11)

☐ “Animal behaviorists . . . observed individual elephants shortening a swatter and stripping off extra leaves to personalize their tool.” (Passage 2, paragraph 11)

Notes on Scoring

This response receives no credit (0 points). The main idea is incorrectly identified in Part A as Option B. In Part B, the student correctly identifies the two sentences that support the correct main idea in Part A (Option B and Option F). However, to receive any credit, Part A must be correct.
Sample Response: 0 points

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

Part A
What is a main idea of both passages?
- Animals learn ways to protect themselves.
- Animals that live in zoos do things to amuse visitors.
- Animals show they are smart in many different ways.
- Animals remember the best ways to gather and hunt for food.

Part B
Select two sentences, one from each passage, that support the main idea in Part A.
- "At New Forest Wildlife Park in Ashurst, England, she approaches photographer Simon Czapp." (Passage 1, paragraph 1)
- "Alongside his pictures are others he didn't take—they were taken by the fox!" (Passage 1, paragraph 3)
- "Scientist Vladimir Dinets is watching crocodiles in India." (Passage 1, paragraph 4)
- "... Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi." (Passage 2, paragraph 9)
- "Elephants' furless skin is super-sensitive." (Passage 2, paragraph 11)
- "Animal behaviorists... observed individual elephants shortening a swatter and stripping off extra leaves to personalize their tool." (Passage 2, paragraph 11)

Notes on Scoring

This response receives no credit (0 points). The main idea is incorrectly identified in Part A as Option A. In Part B, the student correctly identifies one sentence that supports the correct main idea in Part A (Option F). Option A in Part B is an incorrect response. To receive full credit, Part A and Part B must be correct. To receive partial credit, Part A must be correct.
Grade 4
English Language Arts
Spring 2018 Item Release

Question 14

Question and Scoring Guidelines
Question 14

Write a multi-paragraph response that explains what experts have discovered about animal behavior. Include an explanation of the ways animal behavior shows intelligence. 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</th>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Explanation</th>
<th>Communication of Standard English</th>
<th>Total (max 2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Clear and compelling introduction and conclusion, including a solid statement of the purpose and clear, logical development of ideas.</td>
<td>Relevant evidence and convincing arguments.</td>
<td>Strong command of Standard English</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Effective introduction and conclusion, including a clear statement of the purpose and logical development of ideas.</td>
<td>Relevant evidence and convincing arguments.</td>
<td>Clear command of Standard English</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Introduction and conclusion are adequately developed, though not as strong as those in the 5-point and 4-point essays.</td>
<td>Relevant evidence and convincing arguments.</td>
<td>Adequate command of Standard English</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Introduction and conclusion are developed, but less effective than those in the 5-point and 4-point essays.</td>
<td>Relevant evidence and convincing arguments.</td>
<td>Basic command of Standard English</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Introduction and conclusion are developed, but less effective than those in the 5-point and 4-point essays.</td>
<td>Relevant evidence and convincing arguments.</td>
<td>Basic command of Standard English</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>Introduction and conclusion are not developed adequately.</td>
<td>Relevant evidence and convincing arguments.</td>
<td>Basic command of Standard English</td>
<td>0</td>
</tr>
<tr>
<td>Score</td>
<td>6 points</td>
<td>4 points</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Evidence and Explanation</td>
<td>The response demonstrates a lack of command of conventions, with frequent and severe errors in usage.</td>
<td>The response demonstrates a limited command of conventions, with frequent and severe errors in usage.</td>
<td>The response demonstrates a basic command of conventions, with some minor errors in usage.</td>
<td></td>
</tr>
<tr>
<td>Understanding the question</td>
<td>The response provides no support/evidence related to the topic and question.</td>
<td>The response provides evidence that is unrelated to the topic and question.</td>
<td>The response provides some evidence that is related to the topic and question.</td>
<td></td>
</tr>
<tr>
<td>Logical and Coherent Reasoning</td>
<td>The response is irrelevant to the topic and question.</td>
<td>The response demonstrates some logical and coherent reasoning.</td>
<td>The response demonstrates limited coherence and limited logical reasoning.</td>
<td></td>
</tr>
<tr>
<td>Sentence Formation and Spelling</td>
<td>The response is not a complete sentence.</td>
<td>The response contains some minor errors in sentence formation.</td>
<td>The response contains some major errors in sentence formation.</td>
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<td>Vocabulary</td>
<td>Limited to word bank vocabulary.</td>
<td>Vocabulary is confusing.</td>
<td>Vocabulary is difficult to understand.</td>
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<td>Grammar</td>
<td>Numerous errors in sentence formation.</td>
<td>Some minor errors in usage.</td>
<td>Some major errors in usage.</td>
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<td>a) Introduction of conclusion</td>
<td>b) Review of ideas from beginning to end.</td>
<td>c) Conclusion supported by number and evidence.</td>
<td>d) Conclusion supported by number and evidence.</td>
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<td>The response is well-organized.</td>
<td>The response is not well-organized.</td>
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<td>The response presents a clear and concise argument.</td>
<td>The response presents a confusing argument.</td>
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<td>The response demonstrates a lack of command of conventions, with frequent and severe errors in usage.</td>
<td>The response demonstrates a limited command of conventions, with frequent and severe errors in usage.</td>
<td>The response demonstrates a basic command of conventions, with some minor errors in usage.</td>
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Grade 4
English Language Arts
Spring 2018 Item Release

Question 14

Sample Responses
Sample Response: 10 points

Animals are very smart a lot of things. They have many interesting skills and knowledge that is nice to the environment and helps them with things that they need and want. Some of these animals are the elephant, crocodiles, and red foxes. In this selection, I will describe some cool and fun things that animals are smart about. If they don't need bug spray or a photographer, than what do they need? Find out in this amazing passage ahead!

Let's start with elephants. They make their own tools, have a great sense of humor (like us) and of course have spectacular memory that they can remember things in for pretty much their whole lives. These animals may be the smartest animals ever! So elephants actually build something like a fly swatter, as it says in paragraph 11. It states that since elephants have super sensitive skin, they have to protect themselves from biting flies. So how do they do it, you ask? They grab a leafy branch that they sometimes personalize, and swish it around onto their backs to get all of the flies off of their backs.

Some other things that elephants do is stay happy in the place that they love. They can remember a place that they like no matter what. There was one that went back to the same mango tree every November for 34 years, isn't that crazy? After the scientists and photographers built a house in their path, they were smart and walked right through the middle of the building to get to their beloved mango tree for a tasty snack.

Elephants also have a good sense of humor. There is a story, like said in paragraphs nine and ten, about two elephants who were very good sharers. One got carrots and one got apples to eat. They soon shared, and after they trusted each other after a few days, the one elephant reached for her apples and the other one kicked her! What a sense of humor she had! Her personality was not the nicest. But the trick was played and no one got hurt at all, which was a good thing. After all, it was probably only meant to be a joke.

Now onto the crocodiles and red foxes. Let's start with our fox photographer. She was a pup, and she was a curious one. Her name was Jessie. As it goes in paragraph 1 and 3, she loved to stick her nose into a camera lense! One day, she was up on a stump getting photographed, and when the photographer took a little break, he came back and she was taking pictures of herself! "Honestly, the pictures were nicely framed," said the photographer.

Now for the Crocodile. He swam underneath a stick, and at first the scientist thought it was for camouflage. But he soon realized that he was wrong. He was smartly hunting. He hid under the stick at nesting season, so when birds came down to get the stick to finish up their nests, the crocodile had his dinner. The information was found in paragraph 5. These crocodiles are smart in a creative way!

So how was that presentation for you? Now that you are done reading, you probably have a better idea of what I was talking about. Crocodiles are hunters, foxes the photographers, and elephants the big brain of them all! All animals are cool in a special way. In conclusion, these amazing creatures are very smart.
Notes on Scoring

**Purpose, Focus, and Organization** - This response receives full credit (4 points) for Purpose, Focus, and Organization. The response is clearly focused on how animal behaviors show their intelligence. There is evidence of organization which includes an introduction and conclusion. Transitions are used effectively to connect ideas across the response.

**Evidence and Elaboration** - This response receives full credit (4 points) for Evidence and Elaboration. Each point made in the response is supported by specific text evidence. Sentence structure is varied, and there is evidence of voice in the writing. Elaboration is clearly connected to points being made.

**Conventions** - This response receives full credit (2 points) for Conventions. Understanding and use of grade appropriate spelling is evident. There is effective use of punctuation including the use of it for effect.
Sample Response: 9 points

What experts discovered about animal behavior is that animals can do certain things that humans can do as well. The fox could take pictures of herself without any help. The crocodiles use floating sticks to lure in their prey. Elephants have learned how to build their own tools and how personalize their tools as well.

The behavior of the fox shows intelligence because most other animals could not do that without the help of their families or just giving up completely. One of the main reasons the fox pup figured out how to take pictures of herself is because of the photographer. The fox watched the photographer take pictures, and eventually she saw what the photographer had been doing. So she learned how to take a few pictures of herself.

The behavior of the crocodiles shows intelligence because the crocodile had watched the birds make their nests and the crocodiles figured out how to eat those birds. The crocodile saw that there were sticks that were floating on the surface of the water. So the crocodiles swam up beneath the floating sticks and the birds thought it was a regular stick. So the birds would go and try to get the stick from the pond. Then, the crocodile opens his mouth and eats the bird. The crocodile used the stick as a tool.

The behavior of the elephants show intelligence because the elephants have learned how to make their own tools, they remember where they've been, and how to be funny. The elephant's skin is very sensitive and the flies kept biting them so they built their own fly swatters using twigs and leaves. A herd of elephants found a tree with fruit they liked and they've kept going there for a really long time and they've remerge where it was. Also, an elephant shows humor by tricking other elephants into liking them and then pulling a trick on them. That's why elephants are very intelligent animals. That's how animal behavior shows intelligence.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. There is a controlling idea that is maintained throughout. There is an introductory paragraph that provides cues to the body paragraphs of the response. There is a brief sentence at the end of the response that serves as a conclusion. There are loose transitions within the paragraphs, but none between the paragraphs, which makes the response less coherent.

**Evidence and Elaboration** – This response receives full credit (4 points) for Evidence and Elaboration. The response includes evidence from both sources and elaborates on ideas that are clearly connected to the topic. There is some variety in sentence structure and multiple sentences are complex.

**Conventions** – This response receives full credit for Conventions (2 points). Grade appropriate understanding of punctuation, including use of commas and apostrophes is evident. The response has no patterns of errors.
Sample Response: 8 points

Experts have learned many things animals can do in the wild. I’m going to tell you some things that they have learned. Some of these things that they have learned are neat like when the crocs lure the egrets by holding a stick some things people don’t even know animals could do.

One thing that experts have discovered is that a fox can take selfies. I know this because in the text it says, “Later Czapp uploads photos from the shoot to his computer. Alongside his pictures are others he didn’t take—they were taken by the fox!” This behavior is intelligent because most people don’t know that and that is amazing. Most animals can’t even do that, take selfies. Who would think that a fox would take pictures on a camera. In the text it says, “Someone should give this furry shutterbug a selfie stick.”

Another thing experts have discovered is that a croc can lure an egret into its mouth as I said in the intro. How they can do that you wonder well they just find a stick then put it in their mouth then they wait until a bird comes to get the stick and then the croc eats it up. I know this because in the text it says, “Some of them swim up under floating sticks and laze around for hours, balancing the sticks on their snouts.” The text also says, “Then when an egret reaches for a stick to add to its nest, the hungry croc quickly opens its mouth.” This is intelligent because it helps them get food but it is kinda sad because the bird doesn’t live anymore.

These are examples of what experts have discovered that some people didn’t know but now you do and now you can tell other people that you know this and how you know this. These things are so neat and intelligent because they are so cool and help some animals stay alive except the fox one there are other neat things around the world too.

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Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (3 points) for Purpose, Focus, and Organization. There is a controlling idea that is generally focused on throughout the piece. The response includes an introductory and a concluding paragraph as well as basic transitional phrases (One thing..., Another thing...) There is a sense of completeness with an adequate progression of ideas.

Evidence and Elaboration – This response receives partial credit (3 points) for Evidence and Elaboration. The quotations used as support are generally integrated into the response. The response has examples of elaboration and shows some variation in sentence structure.

Conventions – This response receives full credit (2 points) for Conventions. There are some issues with sentence structure throughout the piece; however, spelling and punctuation are grade appropriate. There are no patterns of errors.
Sample Response: 8 points

Animals can do amazing things! Did you know that scientists just discovered how smart some animals are. Let me tell you about it.

In England, a photographer was just taking pictures when a little fox came out of nowhere and started sniffing his lens on his camera. He let the little fox do it. He took pictures of the fox. When he got home he uploaded the photos. The little fox had gotten a hold of his camera and was taking photos of itself. That just shows you how smart foxes really are.

In India, a scientist was watching crocodiles. They would swim up onto to sticks and lay there for hours. Later, she saw some other crocodiles doing the same thing. Sometimes, she would see crocodiles carrying sticks in their mouths to trick their prey to land on them and the crocodile would eat them. That shows you how smart crocodiles are.

In Africa, a photographer was in a hotel when he got an unexpected "guest." That "guest" was an elephant. The elephant came in to get the fruit off the tree in the hotel. They went into the hotel because the hotel was blocking where they would get their food. That shows you how smart elephants are.

To sum it all up, animals are a lot smarter than people think they are.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. The response has a clearly stated controlling idea (Animals can do amazing things!). A basic organizational structure that includes an opening and a closing statement is evident. The response includes an adequate use of transitional strategies in the body paragraphs (In England..., In India..., In Africa...). The ideas adequately progress from beginning to end.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. The response includes topic-specific evidence from both passages. There is some elaboration that is adequately connected to the evidence presented. The response has little variety in sentence structure.

**Conventions** – This response receives full credit (2 points) for Conventions. There are a few errors in punctuation; however, spelling and grammatical structures are appropriate for this grade level. The intent of the response is not impacted by these minimal errors.
Sample Response: 6 points

The first intelligent animal is a baby fox. The photographer sets up a camera looking at a stump and the baby fox got on it so it could get its picture taken. The second animal is a croc. It puts a stick on its nose and it keeps it there until a bird comes and then it strikes. It eats the bird in one bite and the bird is dead.

The next animal is an elephant it has a lot of tricks. One of its tricks is very long memory. Another trick is that they have a sense of humor. Another trick is that they can make tools like a fly swat with a branch. That is how clever animals can be.

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Notes on Scoring

**Purpose, Focus, and Organization** - This response receives partial credit (2 points) for Purpose, Focus, and Organization. While the purpose of the response can be assumed, there is no clear statement that explains this. The response launches into an explanation about the intelligence of animals without including an introduction to frame the discussion. While the response includes transitional phrases (The first intelligent animal is..., The next animal is...), there is little other evidence of organization.

**Evidence and Elaboration** - This response receives partial credit (2 points) for Evidence and Elaboration. The list-like response includes facts from the sources; however, there is no elaboration or explanation about why these facts are included. Most sentences in the response are limited to simple constructions. A few of the facts included are misinterpretations (the baby fox got on it so it could get its picture taken).

**Conventions** - This response receives full credit (2 points) for Conventions. While there are some errors in sentence structure, which include a couple of run-on sentences, there are no patterns of errors. The response includes a few misspellings (memory/memory, swat/swatter), but meaning is clear throughout the short response.
Sample Response: 5 points

Experts have discovered about animals that are very clever. Like the "Fox photographer"! That fox is very clever she figured out how to take a photo of herself and when the photographer figured ot that it was a fox that toke the picture he thought it was well framed!

Also the "Clever crocs" are clever too. They figured how to suprise on the birds that he wanted to eat by balancing a stick on his nose so the birds think that its gust a sick flotting in the water not a croc thats going to eat them.

Elephants are very smart, they can remember the same spot that they where and keep going there. Elephants also have a sence of humor, they play tricks on each other all the time. Elephants also are very smart because they make there own tools that they can use for survival.

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Notes on Scoring

Purpose, Focus, and Organization - This response receives partial credit (2 points) for Purpose, Focus, and Organization. The response sets a purpose in the first statement (Experts have discovered about animals that they are very clever). While brief, the response is weakly focused on this purpose. There is a minimal attempt to use transitions such as “also” at the beginning of the second paragraph. The organizational structure of the response is weak.

Evidence and Elaboration - This response receives partial credit (2 points) for Evidence and Elaboration. While the response includes facts from the passages, there is no elaboration or explanation for their inclusion.

Conventions - This response receives partial credit (1 point) for Conventions. There are errors in the spelling of multiple grade-appropriate words (surprise/suprise, balancing/balanceing, gust/just). Many of the sentences are awkwardly constructed (Experts have discovered about animals that they are very clever).
Let me tell you about the behavior of the croc and elephant and red fox pup. Crocs swim under sticks. Elephants have long memories. The red fox pup is clever. The red fox pup is also a good climber. The red fox pup love to lick. Crocs sticks its nose out of the water. You can have a red fox pup for a pet. Elephant can go to the same place for 67 or 34 years. Crocs are the laziest nocturnal animals.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The brief response states that the focus is the behavior of animals, which shows a partial awareness of the purpose of the task (how animals are intelligent). There is little evidence of organization in this series of statements. The first sentence serves as a weak introduction, but there is no conclusion. There are no transitions from one point to another.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The response includes minimal evidence drawn from the source. The sentences are limited to simple constructions. Some of the evidence that is included is irrelevant or disconnected from the intended purpose (You can have a red fox pup for a pet.).

**Conventions** – This response receives partial credit (1 point) for Conventions. There are grammatical errors including not using a comma in a series in the first sentence of the response. Two of the nine sentences do not begin with a capital letter. There are several misspellings (climb/climber, lazeyst/laziest, noan/known).
Sample Response: 3 points

The animal behavior for crocodiles is amazing because they use sticks to lure in birds that think that stick is gonna help their nest but the crocodile just snatches the bird in his mouth.

The elephants are amazing because they have long memories and can remember a lot of things like maybe where their favorite place for food is. Surprisingly elephants make tools to swat away flies and don’t have to bite at it.

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Purpose, Focus, and Organization – This response receives partial credit (1 point) for Purpose, Focus, and Organization. While the response does not include a controlling idea, there does seem to be a focus on a single topic related to the task. There is no evidence of an introduction or conclusion, and the organization is limited to a discussion of one animal in the first paragraph and another animal in the second paragraph.

Evidence and Elaboration – This response receives partial credit (1 point) for Evidence and Elaboration. The response includes evidence from the sources; however, they lack clarity and include very little elaboration.

Conventions – This response receives partial credit for Conventions (1 point). Two of the three sentences in the response are run-ons. The brief response shows a limited understanding of the command of basic conventions. There are several misspellings (snachtes/snatches, rerember/remember, gonna/going to). There are multiple instances of awkward grammatical constructions (Surprisingly elephants make tools to swat away flies and don’t have to bite at it).
Sample Response: 0 points

Animal behavior is different because they are animals and they do different things and they don't do things humans do and it's different because they don't behave like humans.

Notes on Scoring

**Purpose, Focus, and Organization** - This response receives no credit (0 points) for Purpose, Focus, and Organization. The single sentence lacks focus and has no controlling idea. Because of the brevity of the response, organization and transitions are not included. The response shows little awareness of purpose or audience.

**Evidence and Elaboration** - This response receives no credit (0 points) for Evidence and Elaboration. There are no citations from the source materials. The response does not include any evidence from the passages.

**Conventions** - This response receives no credit (0 points) for Conventions. The response is limited to a single run-on sentence that includes multiple misspellings (behave/behavior, because/because, different/different, things/things) as well as an agreement error (they don't do thing human do/they don't do things humans do).
Sample Response: 0 points

Notes on Scoring

This response receives no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.
Sample Response: 0 points

Jessie the red fox pup is curious. Elephants fascinate scientist. When Jessie stops, Czapp sets up a camera mounted on a tripod next to a tree stump.

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This response receives no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.
Sample Response: 0 points

A resident of the Smithsonian National Zoological Park in Washington D.C., Ambika the 67-year old Asian elephant used to be fed next to a younger elephant named Shanthi both received a daily ration of apples and carrots.

One day Ambika pushed her apples over Shanthi says Marie Galloway the zoo’s elephant manager. A friendly gesture right? Shanthi thought so.

She took the apples and gave Ambika her carrots. Little did Shanthi know that Ambika’s motives were not so nice.

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