# Louisiana Believes

# Grade 4 English Language Arts Practice Test 2013-2014



# For further information, contact: Louisiana Department of Education's Help Desk 1-877-453-2721 Ask LDOE?

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## **LEAP Practice Test—Grade 4 English Language Arts**

#### Test Administrator Instructions

- This practice test shows what each session of the spring 2014 grade 4 transitional English language arts assessment is like.
- The practice test may be used at home or at school to help students become more familiar with the LEAP test they will take in spring 2014. It can help students feel more relaxed when they take the actual test.
- The English language arts practice test contains four sessions (ordered as they will appear on the actual test):
  - Session 1: Writing (pages 3 through 10) asks students to read one or two passages and then write a composition that includes evidence from the text(s) to support the writer's ideas. The writing prompt on the practice test was used on last year's LEAP test and asks students to convince someone of their position. Other grade 4 prompts may direct students to write a story or develop an explanation or description.
  - Session 2: Reading and Responding (pages 11 through 28) asks students to read several passages and answer multiple-choice and constructed-response questions to show their understanding of the passages.
  - Session 3: Research to Build Knowledge (pages 29 through 38) asks students to read a set of informational resources on a given topic and demonstrate a thorough understanding of the resources by answering both multiple-choice and constructed-response questions.
  - Session 4: Language (pages 39 through 42) asks students to read a text (e.g., a letter, a narrative, an editorial, or an expository piece) and answer multiple-choice questions about portions of the text that may require revision.
- Before administering each session, make sure to read the session-specific directions. These directions will let you know the materials needed for a session and the procedures to follow when administering the test. Under the directions are additional notes that will explain important information about the actual test administration.
- Included in this document are sheets on which students can record their answers to the practice test items. The constructed-response answer sheets are on pages 50 through 56. The multiple-choice answer sheets are on pages 65 through 67. The answer sheets look different than those that are in the spring 2014 test (students will fill in bubbles for the multiple-choice items on the actual test), but the space provided to complete the constructed-response items is the same.
- In order to score the practice test, teachers will need to use the scoring information included in this document.
  - The Content, Style, and Conventions rubrics for scoring student responses to the writing prompt are located on pages 45 through 47. For more information about what each score point looks like for a grade 4 writing prompt, refer to the Sample Student Work for the Transitional Writing Prompts document.
  - Scoring information for the constructed-response items is on pages 57 through 64. The keys for the multiple-choice items are on pages 68 through 70.



## **Session 1: Writing Directions**

For the writing session, you will write a composition that uses information from two reading passages to respond to the Writing Topic. As you read, you may underline the information in the passages that will help you write your composition.

Before you begin the writing session, your teacher will

- pass out dictionaries and thesauruses to all students (this session only),
- read aloud the Writer's Checklist (see page 7),
- read aloud the directions above the passages, and
- read aloud the Writing Topic and the other information under the Writing Topic (all of page 6).

When you are finished, you may check your work in this session, but do not work on any other part of the test.

#### **Notes to Teacher:**

- The passages under the directions must NOT be read aloud, except to students with the accommodation *Tests Read Aloud*.
- Though the actual test is not timed, the suggested time to complete this session is 90 minutes.

Directions: Read the passages about different Louisiana activities. As you read the passages, think about which activity you would choose to do. Then use the passages to help you write a well-organized composition of at least three paragraphs.

#### **Avery Island Visit**

Have you ever had Tabasco sauce? Avery Island, located near the Gulf Coast of Louisiana, is where this hot sauce is made. People have been making it ever since Edmund McIlhenny planted peppers there in 1868. To make Tabasco sauce, peppers are mixed with salt found on Avery Island. After this, the mashed-up peppers and salt sit in oak barrels for up to three years. The aging process helps make the sauce taste even better. When the process is complete, the sauce is mixed with vinegar, strained, and put into bottles. It is sold in more than 160 countries around the world. If you visit Avery Island, you can take a tour of the factory to see how the sauce is made. You may also receive free samples and recipes. Tours run every day, except on major holidays, from 9:00 AM to 4:00 PM. There is a \$1.00 fee to visit the island.

Tabasco sauce is not the only reason to visit Avery Island. While there, you can also check out the 170-acre Jungle Gardens. Watch for colorful flowers, such as wisteria, holly, and camellia. Keep your eyes open for alligators sunning like logs in the green swamps. Look in the grasslands for deer. You will not want to miss visiting the garden's Bird City, where thousands of egrets nest year-round. Jungle Gardens and Bird City are open daily from 9:00 AM to 5:00 PM.

#### What Students Are Saying

"I liked walking through the Jungle Gardens. I saw really interesting plants and even saw an alligator in the swamp! The factory tour was a little long, though."—Louis, 9 years old

"Seeing the island was so cool! I liked tasting Tabasco sauce. It was so spicy! Seeing all the big birds was really neat too."—Madison, 11 years old

#### **Bayou Tour**

Did you know there are more than one million alligators in Louisiana? That means that one out of every four people in the state could have their own alligator! Well, not really, but that gives you an idea of how many of these snapping reptiles live in Louisiana's swamps and marshes.

A popular activity in Louisiana for tourists is to take a bayou tour to see the alligators up close and personal. You climb aboard a flat-bottomed tour boat and travel through the wildest and most beautiful swamps, marshes, and bayous in America. Along the way, the tour guide will tell you about the history of the area. Listen carefully, though, because sometimes the guides have some pretty tall tales.

The guide will also point out turtles, nesting bald eagles, and splashing buffalo fish. At one point in the tour, the guide will lean over the side of the boat and attract alligators to the railing. Bring your camera. You will definitely want to take a few pictures of these amazing creatures of the bayou.

Along with your camera, you should also bring a light jacket during the winter and bottled water in the summer. You will not need an umbrella. The boat is covered and will protect you from sun and rain. Swamp tours cost about \$40.00 for adults and \$20.00 for children. Tours are two hours long. Each boat can hold up to 120 people.

#### **What Students Are Saying**

"It was cold and raining when my family and I went on the tour. I didn't see as many alligators because of the rain!"—Allison, 9 years old

"This tour was so exciting. I really wanted to see an alligator up close. During the tour, an alligator came right up to the boat! It was awesome!"—Dan, 10 years old

#### Writing Topic

Would you rather visit Avery Island or take the Bayou Tour?

Write a composition to convince your teacher which activity, visiting Avery Island or taking the Bayou Tour, is better and why. Explain why you would choose one activity over the other. Use details from both passages to help you convince your teacher to agree with your opinion.

#### As you write, follow the suggestions below.

- Your composition should have at least three paragraphs.
- Be sure your composition has a beginning, a middle, and an end.
- Use details from both passages and include enough information so your teacher will understand your response.
- · Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Use page 8 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 9 and 10. Write your final draft on pages 43 and 44.

Remember: The prewriting activities on page 8 and the rough draft on pages 9 and 10 will not be scored. Only your final draft on pages 43 and 44 will be scored.



## **GRADES 4-8**

## ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Cont	ent:			
	Read the directions, the passage(s), and the writing topic carefully and write on all parts as directed.			
	Present a clear main idea.			
	Give enough details to support and develop your main idea.			
	Make sure to use well-chosen details from the passage(s) to support your ideas.			
	Present your ideas in a logical order and include a clear beginning, middle, and ending.			
Style:				
	Use words that express your meaning well.			
	Use a variety of sentence types and lengths to make your writing easy to follow.			
Sente	ence Formation:			
	Write in complete sentences and use a variety of sentence patterns.			
Usage:				
	Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.			
Mechanics:				
	Write using correct punctuation.			
	Write using correct capitalization.			
	Write using appropriate formatting (e.g., indentations, margins).			
Spelling:				
	Write using correct spelling.			



Remember to print or write neatly.

#### **DIRECTIONS FOR WRITING**

Follow the steps below to help you write a successful composition.

#### **Step 1:** Planning and Drafting

- Read the directions, the passage(s), and the writing topic carefully.
- Think about what you will write before you begin.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Use the space provided for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

#### Step 2: Revising

- Review your composition to make sure you have covered all the points on the Writer's Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the final draft page(s).
- Write your final draft in either print or cursive using a No. 2 pencil.

#### **Step 3:** Proofreading

- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.

#### **Points to Remember:**

- Only the writing on the **Final Draft** pages will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas,
  - (3) correct sentence formation, (4) usage,
  - (5) mechanics, and (6) spelling.

Use for notes, brainstorming, <b>and/or</b> an outline.				

Rough Draft

Rough Draft (continued)			



ELA Grade 4 Page 10

## **Session 2: Reading and Responding Directions**

In this session, you will read several passages and respond to questions about those passages to show your understanding.

- Read each passage carefully and then answer the questions.
- Write your answers for questions 1 through 28 in the spaces provided on the answer sheets.
- When you are finished, you may check your work in this session but do not work on any other part of the test.

#### **Notes to Teacher:**

- The passages, introductions, items/questions, and answer options must NOT be read aloud. Only the directions may be read aloud or signed to students whose accommodation is Tests Read Aloud or Communication Assistance.
- Though the actual test is not timed, the suggested time to complete this session is 75 minutes.

Read this poem about what Ogden Glump did, and then answer questions 1 through 7.

#### The Final Laugh

by Tracy Alan White

- A bullfrog plump named Ogden Glump hopped into a bog and landed splud amid the mud, a fine place for a frog.
- 5 But whizzing by came Buzz McFly, the local razzing pest, he saw the frog stuck in the bog, so nearby came to rest. With ornery glee he laughed, "hee hee,"
- rejoicing in his luck
  to see below his <u>bloated</u><sup>1</sup> foe,
  helpless in the muck.
  "Your mom's a toad!" he loudly crowed,
  "and oh the rotten break,
- while on his pad, your poor old dad was swallowed by a snake!"
  But Ogden Glump, the bullfrog plump, trained a marksman's eye, and with lightning slurp and froggy burp,
- 20 he swallowed Buzz McFly!
- 1. **bloated**: puffy, overfed

- 1. Which sentence describes how the poem "The Final Laugh" is structured?
  - **A.** Each group of lines presents a new detail about the setting.
  - **B.** Words at the beginning and end of each line are short to create a fast rhythm.
  - **C.** Important phrases are repeated throughout to show the personalities of the characters.
  - **D.** Sounds at the ends of the lines and within the long lines create a regular rhyming pattern.
- 2. Which pair of phrases from the poem best describes Buzz McFly?
  - A. "amid the mud" and "helpless in the muck"
  - B. "whizzing by" and "razzing pest"
  - **C.** "on his pad" and "swallowed by a snake"
  - **D.** "bullfrog plump" and "lightning slurp"
- 3. What is the **most likely** reason that Buzz McFly "came to rest" in the bog?
  - **A.** He wants Ogden Glump to hear his words clearly.
  - **B.** He thinks that the mud is a peaceful place to relax.
  - **C.** He believes that Ogden Glump cannot harm him.
  - **D.** He does not know that any other creature is there.
- **4.** Read lines 17 and 18 from the poem.

But Ogden Glump, the bullfrog plump, trained a marksman's eye,

Which sentence uses trained in the same way?

- **A.** The athlete trained for the final race on Saturday.
- **B.** The traveler trained her telescope on the distant shore.
- **C.** The band trained for the contest for many hours after school.
- **D.** The boss trained his workers on how to use the new machine.

- 5. What **most likely** leads to Ogden Glump's treatment of Buzz McFly at the end of the poem?
  - **A.** McFly's location in Glump's favorite spot
  - B. McFly's laughter when he sees Glump
  - C. McFly's words about Glump's mother and father
  - D. McFly's description of Glump as "bloated"
- **6.** Which sentence **best** states the theme of the poem?
  - **A.** Unkind deeds are often punished.
  - **B.** Being messy can cause problems.
  - **C.** Respect is necessary between friends.
  - **D.** Paying attention leads to opportunities.

Write your answer to question 7 on the lines provided on page 50.

**7.** Explain how this poem is similar to a story. Support your answer with two specific details from the poem.

Read the information about chocolate and then answer questions 8 through 15.

#### Where Does Chocolate Come From?

by Robert Burleigh

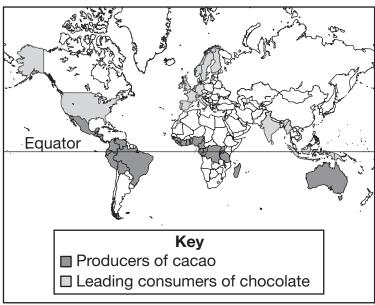
1 How is it made? Did Columbus discover it? Did Thomas Edison invent it? Did someone just find it growing somewhere, ready to eat?

The truth is even stranger: All chocolate comes from the seeds of one kind of tree. The seeds, of course, go through many changes on the way to a candy bar. But it all starts in the tropical rainforests of the world.

These rainforests are found near the equator.
They are warm and humid and filled with exotic birds, animals, flowers, and trees.
And one of those trees is the source of all chocolate—the cacao (ca-COW) tree.

Cacao. *Kakawa*. The name was first used 3,000 years ago, when a people called the Olmecs inhabited

Map (from The Chocolate Encyclopedia)



Cacao beans are grown within 20 degrees north or south of the equator. The countries that grow the bean use it locally. In addition, they sell the bean to other countries. *Producers* are the people and companies that grow the trees, harvest the pods, and sell the beans. *Consumers* are the people who buy the products made from the cacao beans. These products are chocolate and cocoa.

what is now Mexico. Perhaps while wandering through the dense undergrowth, the Olmecs came upon a tree with small, five-petaled white flowers and oddly shaped pods. And so the chocolate story begins.

The cacao tree, reaching a height of thirty feet or more, grows under the sheltering shade, or <u>canopy</u>, of the taller trees around it. Its flowers, which are pollinated by a gnat-like fly called a midge, bloom throughout the year. But that is only the beginning.

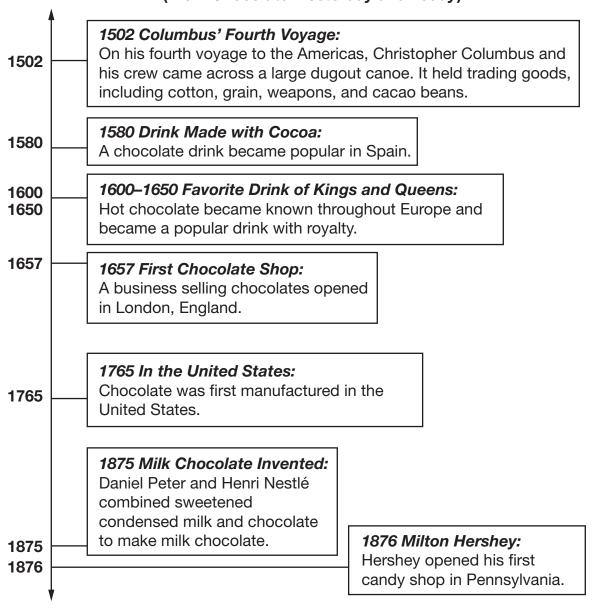
What comes next is perhaps the strangest thing about the cacao's appearance. Dozens of oval-shaped, foot-long pods, which change color from green to yellow to purple-red as they ripen, grow from all parts of the tree, even the trunk. From the trunk? Early European drawings of the

<sup>1.</sup> **pollinated:** having received pollen from another flower in order to reproduce

cacao tree, showing the pods growing from the trunk, were thought by many to be just bad illustrations. But it is true. Imagine a tree dotted with many colorful footballs!

Polit the pod open and look inside. It is filled with a thick whitish pulp. Dig deeper still. Stacked in columns in the center of the pulp (which is delicious but has no taste of chocolate) are rows of pale, almond-sized seeds. And it is these cacao-tree seeds—after they are fermented, dried, roasted, shelled, and crushed to a smooth paste—from which chocolate is made.

Timeline (From Chocolate: Yesterday and Today)



<sup>2.</sup> fermented: having gone through a process that chemically changes the seeds

#### 8. Part 1

Which sentence **best** states the main idea of "Where Does Chocolate Come From?"

- A. Pulp from the pod of a cacao tree is an important food source for people in the rainforest.
- **B**. People living in the rainforest discovered chocolate hundreds of years ago.
- **C**. The cacao tree provides the basic ingredient for all chocolate.
- **D**. The story of how chocolate was first made is interesting, but few people know about it.

#### Part 2

Which detail from the passage **best** supports the main idea?

- A. "The truth is even stranger: All chocolate comes from the seeds of one kind of tree."
- **B**. "The seeds, of course, go through many changes on the way to a candy bar."
- **C**. "The name was first used 3,000 years ago, when a people called the Olmecs inhabited what is now Mexico."
- **D**. "Stacked in columns in the center of the pulp (which is delicious but has no taste of chocolate) are rows of pale, almond-sized seeds."
- **9.** How are the ideas in the passage **mostly** organized?
  - A. in chronological order to tell about the process of how cacao seeds grow
  - B. by cause and effect to show why cacao seeds grow best in rainforests
  - C. as a problem and solution to explain how early explorers found cacao trees
  - D. through comparison and contrast to explore how cacao trees are different from most trees
- 10. In paragraph 5, what does the word canopy mean?
  - A. closeness
  - B. pressure
  - C. height
  - D. cover

- **11.** Which phrase from "Where Does Chocolate Come From?" explains why cacao trees grow best in tropical rainforests?
  - **A.** "warm and humid" in paragraph 3
  - B. "oddly shaped pods" in paragraph 4
  - **C.** "thirty feet or more" in paragraph 5
  - **D.** "columns in the center" in paragraph 7
- **12.** How does the author support the point that the pods are "perhaps the strangest thing about the cacao's appearance"?
  - **A.** by telling about the type of seeds produced by the tree
  - **B.** by giving details about the usual height of the tree
  - **C.** by describing responses to early drawings of the tree
  - **D.** by imagining the first people to discover the tree
- 13. What can the reader conclude by looking at the map from The Chocolate Encyclopedia?
  - **A.** Countries that produce cacao consume the most chocolate.
  - **B.** Countries located near the equator produce the most cacao.
  - **C.** Most leading consumers of chocolate are below the equator.
  - **D.** Some countries consume less chocolate now than in the past.
- **14.** What do the events in the timeline have in common?
  - **A.** They show why chocolate was expensive to produce in the past.
  - **B.** They explain why different countries began to grow the trees that produce cacao.
  - **C.** They show how chocolate became a favorite food throughout the world.
  - **D.** They explain how changes have occurred in the manufacturing of chocolate.

write your answer to question 15 on the lines provided on page 51.				
15.	Explain how chocolate is made <b>and</b> used. Use information from the passage and timeline to support your answer.			
	support your answer.			

Read the passage and then answer questions 16 through 21.

#### The Magic Button Box

by Charlotte Levine Silverstein

"Nana!" Zach yelled, flinging open the kitchen door. "I need a new button!"

"No need to shout." Nana looked up from her newspaper. "Why do you need a new button?"

"This morning I lost a button right here." Zach pointed to the top of his coat. "All day I've been so cold."

"Well, we can't have that. I'll get my magic button box," Nana said. She headed for her bedroom and returned with an enormous tin box.

**5** "Where did you get that?" Zach asked.

"I've been collecting these buttons since I was a little girl," Nana said, lifting the old box to the table. Then she tapped the lid as if she were knocking on a door. "Inside this box, Zach, is not just a button collection. Inside are a thousand stories and a million memories."

"But what makes it magic?" Zach asked.

"You'll see," Nana said with a grin. Then she opened the box and poured a waterfall of a zillion buttons onto the table. There were large, round, silver ones and soft, football-shaped, brown ones and black ones with diamonds and gold ones decorated with black thread. Some looked like beetles, others like shells. Zach wanted to <a href="mailto:examine">examine</a> each and every button. . . .

"Where'd this one come from, Nana?" Zach picked up a big, old, square leather button.

"That one came from the coat your grandfather wore when he was courting me."

Nana smiled. "He was so tall and handsome. I remember him wearing that coat the first time we went ice-skating."

Grandpa must have heard Nana talking about him, because he came into the kitchen to see what she and Zach were doing.

"I see you've brought out the magic button box," he said.

"Yes," Zach answered, "but Nana still hasn't told me what's magic about it."

"Haven't you figured it out yet?"

**15** Zach shook his head and frowned.

The three sat at the kitchen table for a long time, making the buttons dance between their fingers while Nana and Grandpa told Zach stories. It was nearly dark when Zach's mom came home from work to find them hovering over their treasure. Nana jumped up, surprised.

"I had no idea it was this late! I haven't even started dinner," she said.

"What are you doing?" Mom asked. "Oh, you've brought out the magic button box. Let me see." She sat down without even taking off her coat. Then she ran her fingers across the table. "I remember this one." She picked up a brass button with an anchor engraved on it. "This came from a sailor suit I had when I was ten. I wore it the first time you took me to the ocean," she said to Nana and Grandpa. She closed her eyes and smelled it, remembering the salty sea air.

Nana found a tiny, white, silk button. "Look, Catherine. This was on the infant suit Zach wore when you brought him home from the hospital. Oh, he was so tiny and cuddly, remember?"

"I remember," Mom said.

"You mean that button was mine?" Zach asked. He picked it up for a closer look. "I didn't know any of my buttons were in here."

"Of course they are. You're part of this family, aren't you?" Grandpa said. "Isn't this from the tiger costume you wore last Halloween?" Grandpa picked out a furry, orange-and-black-striped button.

"Wow, let me see that," Zach said. The fur tickled his hand. "I was so mad when you gave that costume away. I thought I'd never see it again. But here it is—at least a piece of it."

Grandpa nodded. "I think you're starting to understand the magic of the button box, aren't you, Zach?"

25 Zach grinned.

"We still need to replace that coat button you lost," Nana said.

"How about using the button from my old coat?" Grandpa suggested.

"Good idea, Grandpa," Zach said. "There's just one problem with that: a memory will be missing from the box."

"That's OK, Zach, We'll still remember," Nana said.

30 But Zach wasn't satisfied. He thought for a moment. Then he ran to the scissors drawer and snipped off the bottom button from his shirt.

"What are you doing?" Mom asked.

"I'm replacing a memory," Zach said, tossing the button into the box. "And the next time I see that button, it'll remind me of the day I found out the secret of the magic button box."

- **16.** What is Zach's problem at the beginning of the passage?
  - **A.** He is too warm in his coat.
  - **B.** He needs a new button for his coat.
  - **C.** He does not know how to collect buttons.
  - **D.** He wants to learn the magic of the button box.
- **17.** Read these words spoken by Nana in paragraph 6.

Inside are a thousand stories and a million memories.

What do these lines reveal?

- **A.** There are thousands, if not a million, buttons in the box.
- **B.** Nana started collecting buttons when she was a little girl.
- C. The buttons remind Nana of different times in her life.
- **D.** Nana has told stories about the buttons to thousands of people.
- **18.** In paragraph 8, Zach wants to "examine each and every button." Examine most likely means that he wants to
  - **A.** count each button.
  - **B.** know why each button is magic.
  - **C.** hear the story of each button.
  - **D.** look at each button.
- 19. In paragraph 22, why does Grandpa say, "You're part of this family, aren't you?"
  - **A.** Zach is surprised to see buttons that once belonged to him.
  - **B.** Zach thinks he has to ask permission to look at the buttons.
  - **C.** Grandpa means that Zach can now add new buttons to the box.
  - **D.** Grandpa thinks that Zach is now old enough to see the buttons.

- **20.** Which sentence **best** states the theme of the passage?
  - **A.** Using items more than once allows a person to avoid waste.
  - B. Children learn some important lessons on their own.
  - **C.** Remembering shared experiences brings people closer.
  - **D.** Worthless things are often quite valuable when recycled.

Write your answer to question 21 on the lines provided on page 52.

**21.** Explain why the family refers to the box as the magic button box. Support your answer with at least two details from the story.

In this chapter from the book *The Wanderer*, the crew members of a ship are on their way to England. Read the passage and then answer questions 22 through 28.

#### Whoosh!

by Sharon Creech

The sea, the sea, the sea!

Yesterday afternoon, Cody came running down the dock saying, "Uncle Dock says it's zero hour. Get your stuff. We're going."

"You mean now?" I said. "Like right this minute?"

"Yep!" He was grinning his wide, wide grin. "This is it, Sophie!"

I ran around getting my stuff and didn't have a whole lot of time to think about what was happening or how I felt about it, but here we are, we are on our way! *Whoosh*, we are off!

The first couple hours were <u>frenzied</u>, with everyone double-checking his own stuff and arguing over space, and Uncle Stew and Brian handing out assignments and schedules and trying their best to make me feel like a slug, but I was having none of it, and I kept my cool and didn't even get too snotty with them.

As we were leaving the Bay of Fundy, we heard a *plop* and another *plop* and *plop plop*! Surrounding us were dozens of seals, sticking their sweet faces out of the water to have a look around.

"Hey, there, darlin'—" Cody said, as they twitched their whiskers at us. Even Brian seemed taken with them; for once he didn't have a bossy comment to make. He sat on deck with his hands cupped under his chin, watching the seals.

Uncle Mo sat on the aft deck, sketching. I like his drawings. He showed me how the seals that are farther away should appear smaller in the drawing than the ones closer up. I tried to draw them, too, but my drawing wasn't as good as Uncle Mo's.

10 "Are you an artist?" I asked him.

"Me?" he said. "No."

"But you look like an artist to me," I said. "You draw really good stuff."

"Naw," he said. "This isn't so hot. I'm pretty rusty."

I asked him what his job was, what he did for a living. He frowned. "I'm a number-cruncher. I sit at a computer all day and mess around with numbers."

15 "But did you want to be an artist?" I asked. "Before you were a number-cruncher?"

"Sure," he said.

"So why didn't you?"

"Why didn't I what?" Mo said. He was putting whiskers on the seals in his drawing.

"Be an artist. Why didn't you become an artist instead of a number-cruncher?"

He used his finger to smudge the water line in his drawing, making it look soft and fuzzy and more like water. I thought maybe he hadn't heard me, but finally he said, "I dunno. Why does anybody become anything?"

"Isn't it because they want to?" I asked. "Don't you become what you want to become?"

He looked at me. His mouth was partly open and it seemed like there were words in there but they couldn't come out. He closed his mouth and tried again. "Not usually, Sophie. That's not the way it works usually."

"But why not? Why wouldn't a person do what he was good at and what he wanted to do?"

Now Uncle Mo was drawing ripples around the seals. "Because sometimes, Sophie, a person just needs a job. And sometimes the job he can get is not the one he most wants."

"Well, I hope I don't do that," I said. "I hope I don't get a job I don't want. It seems like such a waste."

"Ah," Uncle Mo said, putting away his drawing. "Youth."

There was no moon that first night, and it was eerie, so dark, the sky and the sea folding a huge black blanket around us. I saw a sparkle and a flash in the water, and then more sparkles and flashes, little streams of light trailing beside the boat, as if the lights were little beacons from someone lost down below.

"Phosphorescent plankton!" Uncle Dock said. "Beauteous!"

All along the sides of the boat, little spots flashed all night, like underwater fireflies. It seemed magical and mysterious, as if they were sending me a message in code. I wanted so badly to decode their message, but I couldn't, and I got yelled at because I was so busy watching the flashing fish-lights that I wasn't paying attention to the sails.

Later that night, as we were pushing out into the open ocean, we heard a loud rushing of water, a spewing and bellowing. Whales! It was too dark to see them, but one blew so close to us that I nearly shinnied up the mast. It sounded huge, gargantuan!

Sometimes when I think about what is happening, I get the cold shivers. We're crossing the ocean! And now we won't be able to get off the boat and walk around. There will be no new people to meet, no new foods to try, no time alone, no land, no fresh water, no trees, no exercise except boat exercise. And how will we all get along, cooped up like this, with no chance to get away from each other?

- **22.** Which is the **best** summary of the passage?
  - **A.** A girl sets out on an ocean voyage as part of a ship's crew. Once the crew is settled onto the ship, the girl joins her uncle on the ship's deck, where they discuss his choice of jobs while they draw. Later, the girl sees and hears creatures in the night as she thinks about the upcoming trip.
  - **B.** A girl leaves suddenly for a trip across the ocean. Everyone is busy when the crew gets onto the ship, but the girl finds her uncle on the ship's deck. He teaches her how to smudge a drawing to make it look more like water, and he tells her that he wanted to be an artist.
  - **C.** A girl who is part of a ship's crew is taking a long trip across the ocean. She encounters many animals on her first day on the ship. Some of them include seals diving into the ocean, plankton glowing under the water's surface, and huge whales swimming near the ship.
  - **D.** A girl is part of a ship's crew, and she has many assignments. She stays calm even when other people are arguing. Later, she watches beautiful plankton beneath the ocean's surface and is so busy watching the creatures that she forgets to watch the sails. She gets in trouble for not doing her job.
- 23. In paragraph 6, what does the word frenzied suggest?
  - **A.** The crew has arrived early.
  - **B.** The crew is working busily.
  - **C.** The crew has remained calm.
  - **D.** The crew is moving slowly.
- **24.** Which quotation from the passage **best** reveals Uncle Mo's attitude toward his work?
  - **A.** "This isn't so hot. I'm pretty rusty." (paragraph 13)
  - **B.** "I sit at a computer all day and mess around with numbers." (paragraph 14)
  - **C.** "Why does anybody become anything?" (paragraph 20)
  - **D.** "And sometimes the job he can get is not the one he most wants." (paragraph 24)

- 25. The conversation between Sophie and Uncle Mo mostly shows that Sophie
  - **A.** hopes to be a famous artist some day.
  - **B.** thinks number-crunching is interesting.
  - **C.** wants to learn how to draw sea animals.
  - **D.** has strong ideas about her future.
- **26.** In the last paragraph of the passage, what does the narrator mean when she describes the travelers as "cooped up"?
  - **A.** The travelers have little experience.
  - **B.** The travelers are of different ages.
  - **C.** The travelers are in a small space.
  - **D.** The travelers have few supplies.

Write your answer to question 27 on the lines provided on page 53.

**27.** Describe what parts of the setting are most interesting to Sophie. Support your answer with at least two examples from the passage.

Plan your answer to question 28 in the space provided below. Then write your completed response on the lines provided on page 54. Use page 55 if you need more space.

- 28. "The Magic Button Box" and "Whoosh!" are told from different points of view. Identify the point of view from which each story is told. Then compare and contrast the points of view. Use details from both passages to support your answer. Include the following in your response:
  - The point of view of each story (first person or third person)

#### and

The similarities and differences between the two points of view

Make sure your response includes specific details from both passages.

Use for notes, brainstorming, and/or an outline.		



ELA Grade 4 Page 28

## **Session 3: Research to Build Knowledge Directions**

In this session, you will read a set of resources about a given topic and answer questions to show your understanding of the resources.

- Write your answers for questions 29 through 36 in the spaces provided on the answer sheets.
- When you are finished, you may check your work in this session but do not work on any other part of the test.

#### **Notes to Teacher:**

• Though the actual test is not timed, the suggested time to complete this session is 40 minutes.

Directions: In this session, carefully read the resources provided and use them to answer the questions on pages 36 through 38.

Research Topic: Roald Dahl

Suppose you want to write a report about Roald Dahl, a well-known author of children's books. Four different resources about Roald Dahl are contained in this session of the test. The titles of the resources and the page numbers where you can find them are listed below.

- 1. From the Magazine Read Now!
  - a. "The Delightful Mr. Dahl" (page 31)
  - b. Poll Results (page 32)
- 2. Entry from the Encyclopedia *Children's Authors of the World* "Roald Dahl" (page 33)
- 3. Web Page Dahl Facts (page 34)
- 4. From the Book *Roald Dahl: A Visit with an Author* Page 1 (page 35)

- 1. From the Magazine Read Now!
  - a. "The Delightful Mr. Dahl"

#### The Delightful Mr. Dahl

by Jordan Thibadeaux

Many people discover Roald Dahl through his stories and poems. His books are translated into several languages. He has also inspired TV and radio shows and movies. With his help, kids all over the world imagine strange candies, friendly giants, and awful villains. Indeed, Roald Dahl led a life full of adventure. Yet, he had other interests, too.

#### More Than Just Words: The Roald Dahl Foundation

Roald Dahl became interested in helping people who had serious injuries and diseases. As a writer, Roald cared about helping children read more. To carry out these goals, his family set up the Roald Dahl Foundation. The foundation helps people, hospitals, and charities by giving money for medical and educational needs. It continues the spirit of giving

that Roald expressed throughout his life.

#### Stories For All Ages: The Roald Dahl Museum and Story Centre<sup>1</sup>

Roald Dahl's widow, Felicity Dahl, wanted to set up a central place to protect all of Roald's writings. She helped create the Roald Dahl Museum and Story Centre in Buckinghamshire, England. It holds a collection of Roald's writings and recordings for the public to review. His personal letters and postcards are found there, as well as photographs and many of his awards. As you can see, one can get a pretty complete picture of Roald Dahl's life by reviewing this library. The museum also encourages people to write creatively.

Now, people of all ages are learning about Roald Dahl through his works.

Through his stories, the foundation, and the museum, Roald Dahl will continue to help and delight communities around the world for years.

Jordan Thibadeaux is a freelance writer in London, England. He has spent many years as a librarian at the Roald Dahl Museum and Story Centre.

Many movies have been inspired by Roald Dahl's books. Some of the best-known movies include . . .

- **2005** Charlie and the Chocolate Factory
- 1996 James and the Giant Peach
- **1996** Matilda
- 1989 Danny, the Champion of the World
  - 1971 Willy Wonka and the Chocolate Factory

<sup>1.</sup> Centre: British spelling of center

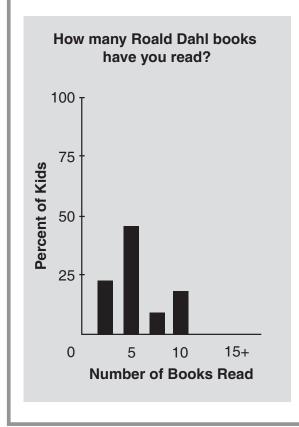
1. From the Magazine Read Now!

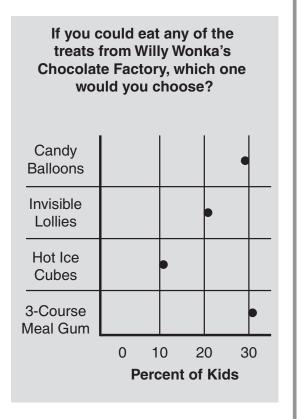
b. Poll Results

## **Poll Results**



You asked for it. Well, here it is! These are the results of our international poll. We had over 10,000 kids respond from over twenty countries around the world. Check out the results . . .

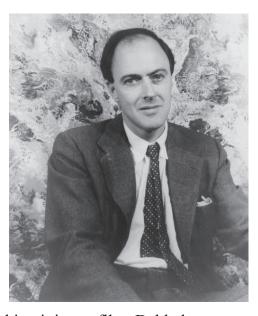




2. Entry from the Encyclopedia *Children's Authors of the World* "Roald Dahl"

#### Roald Dahl

Roald Dahl (1916–1990) is a well-known author of children's literature. He has published many short stories, poems, and novels. He has also written several movie scripts. Born in Llandaff, Wales, Dahl was one of five siblings. His parents were from Norway. He was educated in England but did not attend a university. Instead, he went to work right away at Shell Oil Company. When World War II began, Dahl left Shell and joined the Royal Air Force to become a fighter pilot. After his experience, a friend encouraged him to write a story about what had happened. Americans liked his story, and he was paid to write many more. His first book was *The Gremlins* (1943).

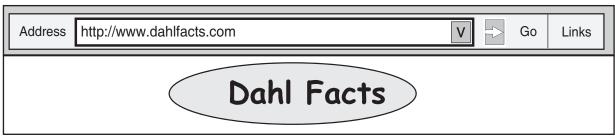


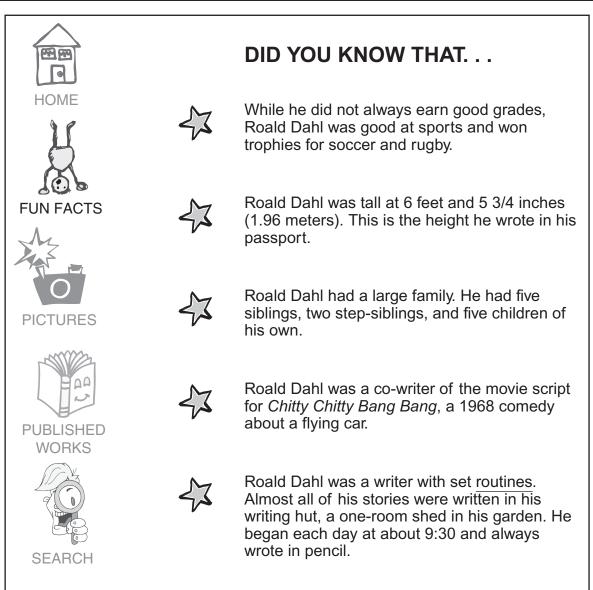
Walt Disney liked it so much that he considered making it into a film. Dahl also published stories in many important American magazines, including *The Saturday Evening Post* and *The Atlantic*.

Roald Dahl eventually shifted his attention toward writing mainly for children. His own children encouraged him to create imaginative stories for them at bedtime. This helped him make up a lot of good stories. He wrote over nineteen novels for children. The most famous of these novels include *Matilda* and *Charlie and the Chocolate Factory*. His books have been translated into several languages. They are read by children all over the world.

3. Web Page

**Dahl Facts** 





4. From the Book Roald Dahl: A Visit with an Author

## Page 1

## Chapter One

Roald (pronounced roo´ – ahl) Dahl was always writing. He kept at it throughout his life. Believe it or not, Roald's English teacher once told him that he was not very good at writing down his ideas. It is a good thing that this comment did not discourage him.

After Roald served as a soldier in the Royal Air Force for Great Britain, a friend encouraged him to submit a story to an American magazine called The

Saturday Evening Post. Roald wrote several stories based on his experiences as a fighter pilot, and soon he wrote his first novel, The Gremlins. Filmmaker Walt Disney read the novel and liked it. He invited Roald to visit him in the United States, and they became friends. Disney asked Roald whether he could make a movie based on the novel. That movie was never made, but Roald was very honored by the request.

## Highlights of Dahl's Life

- Roald Dahl is born in Llandaff, South Wales, on September 13, 1916.
- At age 12, he attends Repton Public School in Derbyshire, in the heart of England.
- Upon graduating from school, he begins working for Shell Oil Company. He later transfers to its offices in East Africa.
- Roald learns to fly fighter planes after joining the Royal Air Force in Kenya.
- He writes and publishes his first story, which was based upon his experiences as a soldier.
- Roald Dahl publishes his first novel in 1943.

- 29. Which sentence best states the main idea of "The Delightful Mr. Dahl"?
  - **A.** Many people learn about Roald Dahl's sense of adventure through his books and movies.
  - **B.** Roald Dahl's wife wants her husband to be remembered for his outstanding stories and poems.
  - **C.** Visitors are encouraged to use their imaginations at the Roald Dahl Museum and Story Centre.
  - **D.** The Roald Dahl Foundation and Roald Dahl Museum reveal the author's many interests and concerns.
- **30.** Below is an outline of "The Delightful Mr. Dahl."
  - I. Roald Dahl's Writing
    - A. Includes stories and poems
    - B. Inspired TV, radio shows, and movies
    - C. Thrills children everywhere
  - II. Roald Dahl Foundation
    - A. Focused on helping others
    - B. Concerned about sick and injured people
    - C. Raises money for medicine and education
  - III. Roald Dahl Museum and Story Centre
    - A. Located in Buckinghamshire, England
    - B. Collects writings and recordings
    - C.
    - D. Encourages creative writing

What information belongs in the blank space?

- **A.** Gives money to hospitals
- **B.** Displays pictures and awards
- C. Sells postcards and books
- **D.** Produces popular movies

31.	Based on the bar graph in the Poll Results,	, about what	percentage o	f the kids who	were polled
	have read five Roald Dahl books?				

- A. 10 percent
- B. 20 percent
- C. 25 percent
- **D.** 45 percent

## **32.** Which **best** describes how the information in the "Roald Dahl" entry from *Children's Authors of the World* is organized?

- **A.** as an explanation of why he remains popular
- B. as a comparison of his early writing to his later writing
- **C.** as a sequence of important life experiences
- D. as a description of the effect of education on his career

## **33.** Based on information in the "Roald Dahl" entry from *Children's Authors of the World*, how did being a father shape Dahl's career?

- **A.** It inspired him to meet with Walt Disney.
- **B.** It gave him practice with creating clever stories.
- **C.** It provided him with models for characters in his books.
- **D.** It increased his need to publish more novels.

## **34.** Read the sentence from the Web page *Dahl Facts*.

Roald Dahl was a writer with set routines.

What does the word routines mean as it is used in the Web page?

- A. beliefs
- B. moods
- C. habits
- D. skills

- **35.** Which source would provide the **least** relevant information to include in a report on Roald Dahl's childhood and early life?
  - **A.** the article "The Delightful Mr. Dahl" from the magazine *Read Now!*
  - B. the entry "Roald Dahl" from Children's Authors of the World
  - **C.** the section "Did You Know That . . ." from the Web page *Dahl Facts*
  - **D.** page 1 from the book *Roald Dahl: A Visit with an Author*

Write your answer to question 36 on the lines provided on page 56.

**36.** According to the book *Roald Dahl: A Visit with an Author*, "Roald's English teacher once told him that he was not very good at writing down his ideas."

Explain whether Roald's English teacher's remark is true or false, using examples from at least two resources.



ELA Grade 4 Page 38

## **Session 4: Language Directions**

In this session, you will read a passage and decide how to revise portions of the passage.

- Read the passage carefully and then choose the best way to revise each underlined part.
- Write your answers for questions 37 through 44 in the spaces provided on the answer sheet.

## **Note to Teacher:**

• Though the actual test is not timed, the suggested time to complete this session is 20 minutes.

## **Session 4: Language**

Below is a letter written by a student. Read it carefully and choose the best way to revise each underlined part. Mark your answer to questions 37 through 44 on page 67. If the underlined part is correct the way it is written, choose D, "There is no error."

#### Dear Editor,

<sup>1</sup> I believe the gym should be reopened. <sup>2</sup> Until last week, Coach Klein had been opening the gym for one hour after school each day. <sup>3</sup>When, some student accidentally broke the basketball hoop. <sup>4</sup>Now as soon as school ends, the coach locks the gym doors. <sup>5</sup>Have no place to play.

<sup>6</sup> I like to play basketball, run laps, and jump rope with my friends in the gym. <sup>7</sup> Getting some exercise after sitting in class all day is a great idea! <sup>8</sup> Now kids have <u>nothing to do, so they stand around</u> and wait for their buses. <sup>9</sup> This affects most members of my class, since <u>it rides</u> the bus every day.

<sup>10</sup> I am submitting this letter to your newspaper, the <u>cajun daily messenger</u>, so Principal Dewar will help us find a solution. <sup>11</sup> If the principal is worried about the school or our safety, then maybe there are some <u>teachers whose could</u> take turns watching us to be sure we are okay. <sup>12</sup> I hope you should review my letter and consider printing it in your newspaper.

Sinserly yours,

Robin Kinsmen

## **Session 4: Language**

- **37.** How should you correct the error in sentence 3?
  - A. change When to After
  - B. change When to Then
  - C. change When to So
  - **D.** There is no error.
- **38.** How should you correct the error in sentences 4 and 5?
  - A. change the gym doors. Have no place to the gym doors, students have no place
  - B. change the gym doors. Have no place to the gym doors, have no place
  - C. change the gym doors. Have no place to the gym doors. Students have no place
  - **D.** There is no error.
- **39.** How should you correct the error in sentence 8?
  - A. change nothing to do, so they stand around to nothing to do so, they stand around
  - B. change nothing to do, so they stand around to nothing to do, so, they stand around
  - C. change nothing to do, so they stand around to nothing to do so they stand around
  - **D.** There is no error.
- **40.** How should you correct the error in sentence 9?
  - A. change it rides to they ride
  - B. change it rides to it ride
  - C. change it rides to they rides
  - **D.** There is no error.

## **Session 4: Language**

- **41.** How should you correct the error in sentence 10?
  - A. change cajun daily messenger to Cajun daily messenger
  - B. change cajun daily messenger to Cajun daily Messenger
  - C. change cajun daily messenger to Cajun Daily Messenger
  - **D.** There is no error.
- **42.** How should you correct the error in sentence 11?
  - A. change teachers whose could to teachers what could
  - B. change teachers whose could to teachers who could
  - C. change teachers whose could to teachers which could
  - **D.** There is no error.
- **43.** How should you correct the error in sentence 12?
  - A. change should to will
  - B. change should to can
  - C. change should to might
  - **D.** There is no error.
- **44.** How should you correct the error in the closing?
  - A. change Sinserly to Sincerly
  - B. change Sinserly to Sinserely
  - C. change Sinserly to Sincerely
  - **D.** There is no error.



## **Session 1: Writing (FINAL DRAFT)**

NAME:	
	Final Draft

## **Session 1: Writing (FINAL DRAFT)**

NAME:				
	Final	l Draft (co	ontinued)	

## **Content Rubric for Scoring the Writing Prompt**

## **CONTENT** (Two Passages): Central Idea, Development, and Organization

**Key Questions:** Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul> <li>sharply focused central idea</li> <li>shows a complete understanding of the task</li> </ul> A composition that add	clear central idea     shows a general understanding of the task  resses only one of the two	<ul> <li>vague central idea</li> <li>shows a partial understanding of the task</li> </ul> o passages cannot receive	<ul> <li>unclear or absent central idea</li> <li>shows a lack of understanding of the task</li> </ul>
USE OF THE PASSAGE(S) AND DEVELOPMENT	<ul> <li>in Content. A score</li> <li>includes ample, well-chosen evidence from the passages to support central idea</li> <li>Evidence and ideas are developed thoroughly.</li> <li>Details are specific, relevant, and accurate.</li> </ul>	<ul> <li>includes sufficient and appropriate evidence from at least one of the passages to support central idea</li> <li>Evidence and ideas are developed adequately (may be uneven).</li> <li>Details are, for the most part, relevant and accurate.</li> </ul>	<ul> <li>includes insufficient or no evidence from the passage(s), OR only summarizes or paraphrases passage information</li> <li>Evidence and ideas are not developed adequately (list-like).</li> <li>Some information may be irrelevant or inaccurate.</li> </ul>	• includes minimal or no evidence from the passage(s) and/or the evidence shows a misunderstanding of the passage  • minimal/no development  • Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul> <li>Evidence of planning and logical order allows reader to easily move through the composition.</li> <li>Clear beginning, middle, and ending contribute sense of wholeness.</li> <li>effective transitions</li> </ul>	<ul> <li>Logical order allows reader to move through the composition.</li> <li>has a beginning and an ending</li> <li>transitions</li> </ul>	<ul> <li>attempt at organization</li> <li>digressions, repetition</li> <li>weak beginning and ending</li> <li>may lack transitions</li> </ul>	<ul> <li>random order</li> <li>no beginning or ending</li> <li>difficult for the reader to move through the response</li> </ul>

## **Style Rubric for Scoring the Writing Prompt**

## STYLE: Word Choice, Sentence Fluency, and Voice

**Key Questions:** Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul><li>precise</li><li>effective</li><li>vivid words and phrases appropriate to the task</li></ul>	<ul> <li>clear but less specific</li> <li>includes some interesting words and phrases appropriate to the task</li> </ul>	<ul><li>generic</li><li>limited</li><li>repetitive</li><li>overused</li></ul>	<ul> <li>functional</li> <li>simple (below grade level)</li> <li>may be inappropriate to the task</li> </ul>
SENTENCE FLUENCY	fluid, very easy to follow, because of variety in length, structure, and beginnings	<ul> <li>generally varied in length and structure</li> <li>Most sentences have varied beginnings.</li> </ul>	<ul> <li>little or no variety in length and structure</li> <li>Awkward sentences may affect the fluidity of the reading.</li> <li>same beginnings</li> </ul>	<ul> <li>simple sentences</li> <li>no variety</li> <li>Construction makes the response difficult to read.</li> </ul>
VOICE (individual personality of the writing)	compelling and engaging	clear, but may not be particularly compelling	weak and/or inconsistent voice	<ul> <li>no voice</li> <li>Response is too brief to provide an adequate example of style; minimal attempt.</li> </ul>

## **Conventions Rubric for Scoring the Writing Prompt**

#### Conventions Rubric: Grades 3–8 LEAP/iLEAP

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the <a href="Common Core Language Standards">Common Core Language Standards</a> and the grade-appropriate skills identified on the <a href="Common Core Language Progressive Skills Chart">Common Core Language Progressive Skills Chart</a>.

Sentence Formation: completeness and correct construction of different types of sentences

- The response exhibits **acceptable** control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.

  The response exhibits **unacceptable** control of sentence formation. There are run-on sentences fragments, and/or peoply constructed control of sentences that indicate that the writer does
- sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

Usage: correct agreement, verb tenses, and word choice

- The response exhibits **acceptable** control of usage. Subject-verb agreement and pronounantecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
- The response exhibits **unacceptable** control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

*Mechanics:* correct punctuation and capitalization

- The response exhibits **acceptable** control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
- The response exhibits **unacceptable** control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

**Spelling:** correct spelling of high-frequency and grade-appropriate words

- The response exhibits **acceptable** control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
- The response exhibits **unacceptable** control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

In some cases, a composition may not be scorable. For example, if it is incoherent or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Conventions. Such a paper could receive a maximum of 4 out of 12 points.

## **Additional Scoring Criteria for the Writing Prompt**

# Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer's intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

Sentence Formation:	
If a sentence contains a run-on or a comma splice, it is a sentence	Run-on: The character is looking for answers he can't seem to find
formation error.	them.
	Comma splice: The character feels lost, he can't find his way.
A sentence fragment is a <b>sentence formation</b> error unless it is	Fragment: We saw the boys at the pool. <u>Laughing and jumping into</u>
deliberately presented for effect.	the water.
	Intentional: What a break!
If a sentence requires the rearrangement, omission, or addition of more	I saw those boys fighting <u>while driving my car</u> .
than one word, the error is a sentence formation error.	
A pattern of awkward syntax (word order) is a <b>sentence formation</b> error.	I for you have some important news.
Nonparallel structure, often in a series, is a sentence formation error.	We live better lives, coping with sorrows, and how to be joyful.

Usage, Mechanics, and Spelling:	
Usage and mechanics errors count each time they occur in a response. How even if it is misspelled in more than one way.	they occur in a response. However, if the same word is misspelled repeatedly, it counts only once,
Omissions, extra words, or wrong words that can be corrected by changing   When it is no school, I play all day.	When <u>it</u> is no school, I play all day.
one word are <b>usage</b> errors.	
If a sentence begins with a capital letter but is not preceded by a period,	Martha went to the well and looked inside Far below, something was
the error is a <b>mechanics</b> error.	sparkling in the water.
If a sentence begins with a lowercase letter but is preceded by a period,	Teddy is the youngest in the family <u>. he</u> is my only nephew.
the error is a <b>mechanics</b> error.	
Use of double comparatives or double negatives is a common usage error. Double comparative: I'm even more better at soccer than at football.	Double comparative: I'm even more better at soccer than at football.
	Double negative: <u>None</u> of them are <u>not</u> my friend.
Use of the wrong preposition is a common usage error.	He went <u>for</u> the house.
Agreement errors of compound pronouns with possessives are usage	Everybody situation is different.
errors.	
Agreement errors of collective nouns with possessives are <b>usage</b> errors.	People lives all take different paths.
Agreement errors with collectives, phrases, and conjunctions are usage	Incorrect: None of the teachers are good role models or a hero.
errors.	

## **Additional Scoring Criteria for the Writing Prompt**

# Additional Scoring Criteria for Writing

Usage, Mechanics, and Spelling:	
When an error may be both a <b>usage</b> and a <b>spelling</b> error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in <b>usage only</b> .	She <u>allway</u> comes to work on time.
If a misused word in a sentence is a real word, it is a <b>usage</b> error. If it is not a real word, it is a <b>spelling</b> error.	<b>Usage</b> : We all went to the skating <u>ring.</u> <b>Spelling</b> : We joined my <u>parnets</u> and were <u>reddy</u> to leave.
If a homonym or a word that is so phonetically similar to another word (are/our, through/though) is used instead of the correct word, it is a usage error.	Martin gave him a <u>peace</u> of his chocolate bar. I would rather have a vacation <u>then</u> a raise. She was late for her piano listens.
An error may be either a <b>spelling</b> , <b>mechanics</b> , <b>or usage</b> error. Use either context clues or error patterns to determine which dimension would be most appropriate.	Spelling: All the <u>hero's</u> aren't in the movies. Mechanics: <u>Were</u> going to Disneyland on our vacation.
In a series, a comma before and is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats<u>, and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats<u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	The pet shop was filled with birds, kenneled cats and dogs, and fish of every color.
Direct quotations <b>should not</b> be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are <b>mechanics</b> errors.	Direct: <i>Then Mom said <u>that,</u> "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we</u> are in trouble<u>.</u></i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a <b>mechanics</b> error.	I worked at the National Fou- ndation for the Blind.
TV, T.V., and tv are all acceptable and <b>not mechanics</b> errors.	
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Errors resulting from <b>incorrect copying</b> of information provided in the pas	nformation provided in the passage(s) are counted as sentence formation, usage, mechanics, or
spelling errors, depending upon the type of error.	
The rules of <b>standard written English</b> apply and override foreign	I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.
language, regional, ethnic, and colloquial speech patterns. Unless such	
I speech is used in a direct augtation, it is considered a <b>usage</b> error	

Ν	NAME:				
7.	Explain how this poem is similar to a story. Support your answer with two specific details from the poem.				

٧A	NAME:				
15.	Explain how chocolate is made <b>and</b> used. Use information from the passage and timeline to support your answer.				

NA	NAME:		
21.	Explain why the family refers to the box as the magic button box. Support your answer with at least two details from the story.		

NA	NAME:		
27.	Describe what parts of the setting are most interesting to Sophie. Support your answer with at least two examples from the passage.		

NA	ME:
28.	"The Magic Button Box" and "Whoosh!" are told from different points of view. Identify the point of view from which each story is told. Then compare and contrast the points of view. Use details from both passages to support your answer. Include the following in your reponse:
	<ul> <li>The point of view of each story (first person or third person)</li> </ul>
	and
	<ul> <li>The similarities and differences between the two points of view</li> </ul>
	Make sure your response includes specific details from both passages.
	e your completed response on the lines that follow. Use the next page if you need e space.
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λME:			

# Session 3: Research to Build Knowledge Constructed-Response Answer Sheet

NΑ	NAME:		
36.	According to the book <i>Roald Dahl: A Visit with an Author</i> , "Roald's English teacher once told him that he was not very good at writing down his ideas."		
	Explain whether Roald's English teacher's remark is true or false, using examples from at least two resources.		

**7.** Explain how this poem is similar to a story. Support your answer with two specific details from the poem.

Score	Description
2	Student response is complete. It
	Explains how the poem is similar to a story AND
	• Gives two specific details from the poem to support the response.
1	Student response is partial. It either
	Explains how the poem is similar to a story AND
	• Gives one specific detail from the poem in support.
	OR
	• Explains how the poem is similar to a story.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.

### **Scoring Notes**

A complete response explains how the poem is similar to a story and supports the explanation with two specific details from the poem.

#### The poem has many of the same elements as a story:

Characters, setting, dialogue, description, and event sequencing

#### Details from the poem that support how it is similar to a story (not inclusive):

- Characters
  - o Buzz McFly, Ogden Glump
- Setting
  - o There is description of the muddy, mucky bog.
- Dialogue
  - o McFly laughed, "hee hee"
  - o McFly said, "Your mom's a toad" and "oh the rotten break..."
- Description that tells about the characters and their actions
  - o "Buzz McFly, the local razzing pest"
  - o Ogden Glump is a "bullfrog plump"
  - o Ogden "landed splud amid the mud"
  - o Buzz McFly "saw the frog stuck in the bog"
  - Ogden swallowed McFly "with lightning slurp and froggy burp"
- Event sequencing
  - o Ogden hopped into the bog, Buzz flew by and taunted Ogden, Ogden ate Buzz

**15.** Explain how chocolate is made **and** used. Use information from the passage and timeline to support your answer.

Score	Description
2	Student response is complete. It  • Explains how chocolate is made, using support from the passage  AND  • Explains how chocolate is used, using support from the timeline.
1	Student response is partial. It either  • Identifies only how chocolate is made OR only how it is used.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.

#### **Scoring Notes**

A complete response uses information from the passage **and** the timeline to explain both how chocolate is made **and** how it is used.

#### **Explanation and support for how chocolate is made:**

• Chocolate is made from the cacao tree seeds. The seeds are fermented, dried, shelled, and crushed into a smooth paste.

#### Explanations and support for how chocolate is used:

- It was used in trade.
  - o 1502 Columbus and his crew came across a canoe that held trading goods, and cacao was one of the goods.
- It is used in drinks.
  - o 1580 The Spanish used chocolate in drinks.
  - o 1600–1650 Hot chocolate was popular all over Europe. European kings and queens drank it.
- It is used to make milk chocolate.
  - 1875 Peter and Nestlé combined chocolate with sweetened condensed milk to make milk chocolate.
- People sell and manufacture it.
  - o 1657 The first chocolate shop opened in London, England.
  - o 1765 Chocolate was first manufactured in the U.S.
  - o 1876 Milton Hershey opened his first candy shop in Pennsylvania.

.

**21.** Explain why the family refers to the box as the magic button box. Support your answer with at least two details from the story.

Score	Description
2	Student response is complete. It
	Explains why the family refers to the box as the magic button box AND
	Uses two details from the story to support the response.
1	Student response is partial. It
	Explains why the family refers to the box as the magic button box AND
	Uses one detail from the story to support the response
	OR
	• Explains why the family refers to the box as the magic button box.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.

#### **Scoring Notes**

A complete response explains why the family refers to the button box as magic, and provides two details from the story that support the response.

#### Explanation of why the button box is referred to as magic

• The family refers to the box as a magic button box because it brings the family together. The box holds many different buttons, and each button is connected to a memory or story that the family can tell about it.

## Supporting details from the story

- Each button has a story or memory all its own. For example, the tiny silk button was on the infant suit that Zach was brought home in, and the furry, orange-and-black button was on Zach's tiger Halloween costume.
- Each family member shares the story or memory that he or she remembers about a button. Zach
  remembers that the furry, orange-and-black button belonged to his costume, and how mad he
  was when it was given away. Nana remembers that the big, old, square leather button was on the
  coat Grandpa wore when he was courting her.
- When the family is reminiscing about the buttons, they lose track of time. Nana doesn't realize how late it becomes, and she forgets to start dinner.
- The box brings all of the family members together to share old stories and create new memories; Zach replaces a memory for the button he uses for his coat by adding a button from the shirt he is wearing.

OR

Other plausible, text-based responses.

**27.** Describe what parts of the setting are most interesting to Sophie. Support your answer with at least two examples from the passage.

Score	Description
2	Student response is complete. It
	• Describes what parts of the setting are most interesting to Sophie using at least two
	examples from the passage to support the response.
1	Student response is partial. It either
	Describes only one part of the setting that is interesting to Sophie using one example from
	the passage to support the response.
	OR
	• Identifies part of the setting that is interesting to Sophie but the support is vague.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.

#### **Scoring Notes**

A complete response uses information from the passage to describe parts of the setting that are interesting to Sophie and uses at least two examples for support.

#### Parts of the setting that interest Sophie:

- Ocean animals such as seals, plankton, and whales
- A boat in the middle of the ocean

#### Supporting examples of setting that interest Sophie:

- Being on a boat in the middle of the ocean
  - O Sophie describes the darkness of the night. "There was no moon that first night, and it was eerie, so dark, the sky and the sea folding a huge black blanket around us."
  - o Being so far out on the water concerns Sophie. She is worried about a lack of new people, new food, alone time, land, fresh water, trees, and varied exercise.
  - She got the "cold shivers" thinking about crossing the ocean without being able to get off the boat and walk around.
- The seals
  - o The seals capture everyone's attention, even bossy Brian.
  - Sophie notes that the seals have sweet faces.
  - o She watches Uncle Mo sketch them and tries to sketch them too.
- The plankton
  - Sophie describes the plankton as sparkling and flashing in the water like underwater fireflies.
  - She thinks they are sending a message in code, and she is so busy watching them that she gets in trouble.
- The whales
  - O Sophie writes that the whales are noisy and very close to the ship.
  - "We heard a loud rushing of water, a spewing and bellowing. Whales!"

OR other plausible text-based examples.

- **28.** "The Magic Button Box" and "Whoosh!" are told from different points of view. Identify the point of view from which each story is told. Then compare and contrast the points of view. Use details from both passages to support your answer. Include the following in your response:
  - The point of view of each story (first person or third person)

#### and

• The similarities and differences between the two points of view

Make sure your response includes specific details from both passages.

Score	Description
Point	
4	Student response is complete and accurate. It
	correctly identifies the point of view from which each story is told AND
	<ul> <li>provides a plausible comparison and contrast of each point of view AND</li> </ul>
	uses evidence from both passages to thoroughly support the explanation.
3	Student response is general but accurate. It
	correctly identifies the point of view from which each story is told AND
	<ul> <li>provides a general comparison and contrast of each point of view AND</li> </ul>
	uses evidence from both passages to adequately support the explanation.
2	Student response is partial. It either
	correctly identifies the point of view from which each story is told AND
	<ul> <li>provides a vague comparison of the points of view using some evidence from the passages</li> </ul>
	to support the explanation
	OR
	correctly identifies the point of view from which each story is told AND
	• provides a vague contrast of the points of view using some evidence from the passages to support the explanation.
	support the explanation.
	may contain errors.
1	Student response is minimal. It either
	• correctly identifies the point of view from which each story is told OR correctly identifies
	the point of view of one story and uses some evidence from that passage to support that
	point of view OR
	demonstrates a limited awareness and/or may contain errors.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.
	1

Scoring Rule: Appropriately copied text without development cannot receive a score higher than a 2.

#### **Scoring Notes:**

Acceptable identifications of point of view include:

- "The Magic Button Box" is told in third person point of view.
- "Whoosh!" is told in first person point of view.

## 28. (continued)

Acceptable comparisons of the points of view include:

- Both points of view are used to tell a story.
- Both points of view use dialogue.
- Both points of view have details about characters and their actions.
- Both points of view have details about setting.

#### Acceptable contrasts of the points of view include:

- In first person, the main character uses "I," while in third person, the main character is "he."
- In first person, the main character describes other characters and the setting, while in third person, the narrator or author describes the characters and setting.
- In "Whoosh!" (first person), the details of the story are created through the experiences of the narrator and told directly to the reader. In "The Magic Button Box" (third person), the details of the story are controlled by the narrator and told through the experiences of more than one character in the story.

#### Details that support the similarities in point of view:

- Both stories have dialogue. In "Whoosh!" the narrator asks, "Are you an artist?" and in "The Magic Button Box" Zach asks, "But what makes it magic?"
- Both stories show action through the characters.
  - o In "The Magic Button Box" Nana finds a tiny, white silk button; Zach runs to the scissors drawer; Mom runs her fingers across the table, etc.
  - In "Whoosh!" the narrator says, "I ran around getting my stuff," "I tried to draw them, too," "I was so busy watching the flashing fish-lights that I wasn't paying attention to the sails," etc.
- Both tell the story through the experiences of the characters.
  - o In "The Magic Button Box," Grandpa goes into the kitchen when he hears Nana and Zach talking about him. And in "Whoosh!" the narrator says she gets "cold shivers" sometimes when she thinks about her experiences.

### Details that support the differences in point of view:

- In "Whoosh!" the narrator tells her own story, and the details focus on the narrator's thoughts and feelings (e.g., "I kept my cool and didn't even get too snotty with them," "It seemed magical and mysterious, as if they were sending me a message in code").
- In "The Magic Button Box," the narrator tells the reader what all of the characters are doing and thinking (e.g., "Nana and Grandpa told Zach stories," "Zach wasn't satisfied").
- Although both stories include dialogue, "The Magic Button Box" relies on it to show what is happening in the story and to reveal information about all of the characters.

OR

Other plausible, text-based evidence

# Session 3: Research to Build Knowledge Constructed-Response Scoring Rubric

**36.** According to the book *Roald Dahl: A Visit with an Author*, "Roald's English teacher once told him that he was not very good at writing down his ideas." Explain whether Roald's English teacher's remark is true or false, using examples from at least two resources.

Score	Description
2	Student response is complete. It
	• Uses relevant examples from at least two resources to explain whether the remark is true or
	false.
1	Student response is partial. It either
	Uses a relevant example from only one resource to explain whether the remark is true or
	false·
	OR
	• Explains whether the remark is true or false using vague support from the resources.
0	Student response is incorrect, irrelevant, or too brief to evaluate.
Blank	Student fails to respond.

#### **Scoring Notes**

A complete response explains whether the remark is true or false and gives examples from at least two resources.

#### Support that the teacher's remark is false:

- "The Delightful Mr. Dahl"
  - o His books are translated into several languages.
  - His work has inspired many TV and radio shows as well as movies.
- "Roald Dahl" encyclopedia entry
  - He is a well-known author.
  - He has published many short stories, poems, and novels and has written many movie scripts.
  - o Americans liked his story, and he was paid to write many more.
  - Walt Disney liked Dahl's book *The Gremlins* so much that he considered making it into a film.
  - o Dahl published stories in American magazines, including *The Saturday Evening Post* and *The Atlantic*.
  - o Creating imaginative bedtime stories for his children helped him make up other good stories and write children's novels.
  - o He wrote over nineteen novels for children.
  - His books have been translated into several languages and have been read by children all over the world.
- "Roald Dahl: A Visit with an Author"
  - o He wrote several stories based on his experiences as a fighter pilot.
  - O Walt Disney liked his novel *The Gremlins* and invited Dahl to the United States because he wanted to make a movie based on the novel.
- Dahl Facts
  - o Dahl co-wrote the movie script for *Chitty Chitty Bang Bang*.
  - o He wrote each day starting at 9:30 and always wrote in pencil.

# Session 3: Research to Build Knowledge Constructed-Response Scoring Rubric

## 36. (continued)

#### Support that the teacher's remark is true:

- "Roald Dahl" encyclopedia entry
  - o It is unclear whether the imaginative bedtime stories he told to his children ended up in Dahl's books.
- "Roald Dahl: A Visit with an Author"
  - o A friend had to encourage him to submit a story to the magazine.
- Dahl Facts
  - o He did not always earn good grades.

OR

Other plausible, text-based responses.

# Session 2: Reading and Responding Multiple-Choice Answer Sheet

1	15. <u>CR</u>
2	
3	17
4	18
5	19
6	20
7. <u>CR</u>	21. <u>CR</u>
8	
9.	
10	
11	25

27. CR

28. ECR

# Session 3: Research to Build Knowledge Multiple-Choice Answer Sheet

NAME:
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29. \_\_\_\_\_

33. \_\_\_\_\_

30. \_\_\_\_\_

34. \_\_\_\_\_

31. \_\_\_\_\_

35. \_\_\_\_\_

32. \_\_\_\_\_

36. CR

## Session 4: Language Multiple-Choice Answer Sheet

NAME: _					
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37. \_\_\_\_\_

41.

38. \_\_\_\_\_

42. \_\_\_\_\_

39. \_\_\_\_\_

43. \_\_\_\_\_

40. \_\_\_\_\_

44. \_\_\_\_\_

# Session 2: Reading and Responding Multiple-Choice Answer Key

1.	D	
2.	В	
3.	С	
4.	В	
5.	С	
6.	A	
7.	CR	
8.		Α
	,,	
9.		
9. 10	A D	
9. 10 11	А D А	
9. 10 11 12.	A D	

14 C

15	CR
	В
17 _	С
18 _	D
19	Α
20	С
21	CR
22	Α
23	В
24	D
	D
	С
	CR
	ECR

# Session 3: Research to Build Knowledge Multiple-Choice Answer Key

29	D	
30	В	
31	D	
22	C	

33. B

34. C

35. A

36. CR

## Session 4: Language Multiple-Choice Answer Key

37.	В

38. <u>C</u>

39. <u>D</u>

40. \_\_\_A

42. <u>B</u>

44. C

## **Acknowledgements**

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