



# Smarter Balanced Assessment Consortium

## ELA Practice Test Scoring Guide Grade 5

1/3/2017



## About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information<sup>1</sup>:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student’s cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 5. A separate document is available that provides a sample performance task and scoring guide for this grade level.

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<sup>1</sup> Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the passage and answer questions 1–7.

### **James Watt and the Teakettle**

by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

"Grandma," he presently asked, "what makes the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.

"Grandma, what is in the teakettle?" he asked.

"Water, my child—nothing but water."

"But I know there is something else. There is something in there that lifts the lid and makes it rattle."

The grandmother laughed. "Oh, that is only steam," she said. "You can see it coming out of the spout and puffing up under the lid."

"But you said there was nothing but water in the kettle. How did the steam get under the lid?"

"Why, my dear, it comes out of the hot water. The hot water makes it." The grandmother was beginning to feel puzzled.

The lad lifted the lid and peeped inside again. He could see nothing but

the bubbling water. The steam was not visible until after it was fairly out of the kettle.

"How odd!" he said. "The steam must be very strong to lift the heavy iron lid. Grandma, how much water did you put into the kettle?"

"About a quart, Jamie."

"Well, if the steam from so little water is so strong, why would not the steam from a great deal of water be a great deal stronger? Why couldn't it be made to lift a much greater weight? Why couldn't it be made to turn wheels?"

The grandmother made no reply. These questions of Jamie's were more puzzling than profitable, she thought. She went about her work silently, and Jamie sat still in his place and studied the teakettle.

How to understand the power that is in steam, and how to make it do other things than rattle the lids of teakettles—that was the problem which James Watt, the inquisitive Scottish boy, set himself to solve. Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney. The idea grew with him as he grew into manhood, and by long study he began to reason upon it to some purpose.

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant. But how can this be done? That is the question."

He tried one experiment after another. He failed again and again, but from each failure he learned something new. Men laughed at him. "How ridiculous," they said, "to think that steam can be made to run machinery!"

But James Watt persevered, and in the end was able to give to the

world the first successful form of the steam engine. Thus, from the study of so simple a thing as a common teakettle, the most useful of all modern inventions was finally produced.

"James Watt and the Teakettle" by James Baldwin from *Thirty More Famous Stories*. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#1	5	1	1	2	RL.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

Click on the **two** sentences that **best** show that James Watt formed new ideas for what steam might do to help humans.

"There is a wonderful power in steam," he said to himself." There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant."

Key: It would not only lift weights, but it would turn all kinds of machinery.; It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	5	1	2	2	RL.2

Evidence Statement
The student will determine a theme or central idea/main idea of a text using supporting evidence.

Select the **two** sentences that should be included in a summary of the last four paragraphs of the passage.

- James was from Scotland.
- James knew steam could power ships.
- James continued to live with his grandmother.
- James kept thinking about uses for steam as he grew up.
- James failed many times but kept learning from his mistakes.
- James felt badly when others laughed at his experiments.

Key: D, E

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#3	5	1	3	2	RL.4

Evidence Statement

The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the sentence from the text.

The hot vapor puffed out at a furious rate.

What does the word furious suggest about the steam? Pick **two** choices.

- The steam was quite noisy.
- The steam came out very fast.
- The steam made James angry.
- The steam caused James to yell.
- The steam appeared to be powerful.
- The steam created a lot of excitement.

Key: B, E

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	5	1	4	3	RL.3

**Evidence Statement**

The student will make an inference about a literary text and identify details within the text that support that inference.

What can you infer about the grandmother in paragraph three? Include information from the text in your answer.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul>	<p>In paragraph three, you can infer that the grandma is quite often puzzled by her grandson's questions. Here it says " This was not the first time he had puzzled his grandma with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query." This was not the first time she didn't know a answer to the little boy's questions.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>	<p>I can infer that the grandmother doesn't know the answer because she doesn't answer James.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion but includes no explanation or relevant information from the text</li> </ul>	<p>she didnt now what to say to james.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#5	5	1	4	3	RL.3

Evidence Statement
The student will draw a conclusion about a literary text and identify details within the text that support that conclusion.

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What conclusion about James is supported by the text?

- A. James enjoyed learning new things.
- B. James feared being defeated by his experiments.
- C. James believed he was more intelligent than others.
- D. James felt badly about his grandmother ignoring his questions.

**Part B**

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

- A. "Indeed, he was always wondering and always wanting to know."
- B. "The lad lifted the lid and peeped inside again."
- C. "Jamie sat still in his place."
- D. "He failed again and again."

Key: Part A: A

Part B: A

Rubric: (1 point) The student selects the correct option in Part A and selects the correct option in Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#6	5	1	6	3	RL.5

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

How does the first paragraph affect the plot? Select **two** choices.

- It introduces the main character.
- It gives an idea of the age of the boy.
- It gives details of the setting of the passage.
- It shows that the boy is curious about things.
- It shows that the boy is very quiet and thoughtful.
- It describes the relationship between the boy and his grandmother.

Key: A, D

Rubric: (1 point) The student selects the two correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	5	1	7	2	RL.4

Evidence Statement
The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.

Read the sentence from the text.

Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney.

What effect does the author create by using the phrase yawning black throat of the chimney?

- A. It gives the feeling that steam is very important.
- B. It gives the feeling that the chimney is very dark and frightening.
- C. It gives the feeling of being tired and sleepy.
- D. It gives the feeling that the chimney is very large and wide and swallows the steam.

Key: D

Rubric: (1 point) The student selects the correct option.

Read the text and answer questions 8–14.

## **Cuisine and Etiquette**

by the Peace Corps

### **Cuisine and Etiquette in Zambia**

Zambia's staple food is maize (corn), and Zambians eat maize in several ways. When the corn is ripe but still green, it can be roasted or boiled. When it is dry and hard, it can be fried or boiled. It can also be pounded slightly to remove the outside layer and boiled either by itself or mixed with beans or groundnuts (peanuts). At times the maize is ground to a size a little bigger than rice and is cooked like rice. Finally, we have the fine cornmeal, which is called mealie-meal in Zambia. This is used for making nsima, the most popular meal. Nsima is steamed cornmeal.

Meat from cows, goats, sheep, and fish is used in sauces over nsima. There are also a lot of vegetables put in sauces, such as leaves from beans, okra, cow peas, pumpkins, and cassava. Other vegetables eaten almost daily include onions and tomatoes.

All the cooking is done by the wife. Nsima is usually prepared for lunch and dinner and not for breakfast. In a traditional setting, boys from the age of seven eat with the man of the house.

The mother eats with the girls and the younger boys. This is because all of the children below the age of seven are under the guidance of their mother. Almost all learning takes place through daily activities in the home. The mother, who is in charge of the kids' learning, has to take care of their learning at meal time. This is changing, especially in towns and cities. The trend now is that members of the family all eat together.

Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages. One of the younger children, boy or girl, passes a water dish around for others to wash their hands. If a visitor

happens to have a meal with the family, he or she is given the honor of washing first.

It is rude to talk very much or loudly while eating. After eating, the family members wash their hands again in the same order. The wife and the young ones clear the table. Belching after a meal used to be a compliment, but it is not nowadays.

### **Cuisine and Etiquette in Uganda**

In Uganda, the staple food is matoke (cooking bananas). Other food crops include cassava (manioc), sweet potatoes, white potatoes, yams, beans, peas, groundnuts (peanuts), cabbage, onions, pumpkins, and tomatoes. Some fruits, such as oranges, pawpaws (papayas), lemons, and pineapples, are also grown.

Most people, except for a few who live in the city centers, produce their own food. The responsibility for preparing the family's meals belongs solely to women and girls in the home. Men and boys of age 12 and above are not even expected to sit in the kitchen, which is separate from the main house. Cooking is done on an open fire using wood for fuel.

Most families eat two meals a day. The two meals are lunch and supper. Breakfast is just a cup of tea or a bowl of porridge.

When a meal is ready, all members of the household wash their hands and sit down on [floor] mats. Hands have to be washed before and after the meal because most Ugandans eat with their hands. At mealtime everybody is welcome; visitors and neighbors who drop in are expected to join the family at a meal.

Food is served by women. They cut it up into small pieces for each member of the family. Sauce, which is usually a stew with vegetables, beans, butter, salt, and curry powder, is served to each person on a plate. Sometimes fish or beef stew is served.

Normally a short prayer is said before the family starts eating. During the meal, children talk only when asked a question. It is bad manners to reach for salt or a spoon. It is better to ask someone sitting close to it to pass it. It is also bad manners to leave the room while others are

still eating. Everyone respects the meal by staying seated until the meal is over. Leaning on the left hand or stretching one's legs while at a meal is a sign of disrespect and is not tolerated.

People usually drink water at the end of the meal. It is considered odd to drink water while eating.

When the meal is finished, everyone in turn gives a compliment to the mother by saying, "Thank you for preparing the meal, madam." No dessert is served after the meal. Fruits like papaw, pineapple, or sweet bananas are normally eaten as a snack between meals.

Excerpt from "Worldwise Window" by the Peace Corps. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#8	5	1	8	2	RI.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN conclusion based on the text.

Which detail from “Cuisine and Etiquette in Zambia” **best** shows that the father is at the top of the social structure in a family?

- A. In a traditional setting, boys from the age of seven eat with the man of the house.
- B. This is because all of the children below the age of seven are under the guidance of their mother.
- C. The mother eats with the girls and the younger boys.
- D. Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	5	1	9	2	RI.2

Evidence Statement
The student will determine a main idea in a text using supporting evidence.

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

What main idea can be found in **both** “Cuisine and Etiquette in Zambia” and “Cuisine and Etiquette in Uganda”?

- A. Mealtime customs are important in both cultures.
- B. Women are responsible for all of the meal preparation.
- C. Hand washing is necessary to meal preparation in both cultures.
- D. Men are not expected to participate in the mealtime preparation.

### Part B

Which sentences from “Cuisine and Etiquette in Zambia” **best** support your answer in part A? Select **two** options.

- “When the corn is ripe but still green, it can be roasted or boiled. When it is dry and hard, it can be fried or boiled.”
- “In a traditional setting, boys from the age of seven eat with the man of the house.”
- “Almost all learning takes place through daily activities in the home.”
- “The trend now is that members of the family all eat together.”
- “Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages.”

Key: Part A: A

Part B: B, E

Rubric: (1 point) The student selects the correct option in Part A and selects the two correct options in Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#10	5	1	10	1	RI.4

Evidence Statement
The student will determine the meaning of a word based on its context in an informational text.

First, read the sentence from “Cuisine and Etiquette in Zambia.”

Zambia's staple food is maize (corn), and Zambians eat maize in several ways.

Now read the sentence from “Cuisine and Etiquette in Uganda.”

In Uganda, the staple food is matoke (cooking bananas).

Which dictionary definition **best** defines staple as it is used in both texts?

- A. a metal wire fastener
- B. a quality of cloth fiber
- C. important part of the diet
- D. raw material for manufacture

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	5	1	12	3	RI.3

Evidence Statement
The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) within a text.

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

How does the information in “Cuisine and Etiquette in Uganda” help the reader understand the differing roles of males and females in “Cuisine and Etiquette in Zambia”?

- A. by explaining that in Uganda men are not expected to sit in the kitchen
- B. by explaining that in Uganda the kitchen is separate from the rest of the house
- C. by explaining that in Uganda only children are not allowed to speak during meals
- D. by explaining that in Uganda neither men or women are allowed to leave until everyone has finished eating

### Part B

Which sentences from texts, “Cuisine and Etiquette in Zambia” and “Cuisine and Etiquette in Uganda,” **best** support your answer in part A? Select **three** answers.

- “All the cooking is done by the wife.”
- “In a traditional setting, boys from the age of seven eat with the man of the house.”
- “The trend now is that members of the family all eat together.”
- “Most people, except for a few who live in the city centers, produce their own food.”
- “The responsibility for preparing the family's meals belongs solely to women and girls in the home.”
- “Most families eat two meals a day.”

Key: Part A: A

Part B: “All the cooking is done by the wife.”; “In a traditional setting, boys from the age of seven eat with the man of the house.”; “The responsibility for preparing the family's meals belongs solely to women and girls in the home.”

Rubric: (1 point) The student selects the correct option in Part A and selects the three correct answers in Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#12	5	1	13	2	RI.5

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

How might have the information in “Cuisine and Etiquette in Zambia” affected the way “Cuisine and Etiquette in Uganda” is written?

- A. The author kept all of the information in one paragraph for each text to make it easier to read.
- B. The author used food preferences in the introduction of each text to explain that country's diet.
- C. The author kept each text short as a way of focusing only on the cuisine and etiquette of both countries.
- D. The author introduced specific food used by each country as a lead in to explain the cultures of the two countries.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	5	1	13	2	RI.5

Evidence Statement
The student will determine how the overall structure of a text impacts its meaning.

The author used the contrast in roles of males and females in “Cuisine and Etiquette in Uganda” to stress the importance of social structure. What does the author's use of contrast in describing the roles of males and females in “Cuisine and Etiquette in Zambia” tell the reader about the importance of social structure in that country?

- A. The contrast of roles shares insight into the cultural structure.
- B. The contrast of roles explains the education process of the children.
- C. The contrast of roles clarifies the order of hand washing in that country.
- D. The contrast of roles explains that women do not have the same rights in all countries.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#14	5	1	14	3	L.5

Evidence Statement
The student will analyze the impact of word choice on reader interpretation of meaning.

Read the sentence from "Cuisine and Etiquette in Zambia."

Belching after a meal used to be a compliment, but it is not nowadays.

Based on the information in "Cuisine and Etiquette in Uganda," what does the author mean by the word compliment? Select **two** answers.

- The author is suggesting a social way of showing politeness.
- The author is telling the reader that the mother is a good cook.
- The author is demonstrating that the family show the mother love.
- The author is making light of the women's efforts in meal preparation.
- The author is suggesting that the mother needs to be thanked for her hard work.
- The author is complaining that the mother doesn't do much work except prepare meals.

Key: A, E

Rubric: (1 point) The student selects the two correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	5	2	3bE	2	W.2a

Evidence Statement
The student will revise informational text by identifying the best elaboration techniques such as deleting details that do not support the main idea.

A student is writing a report about quilting for social studies. Read the two paragraphs from the draft of the report and complete the task that follows.

Click on the **two** sentences in the paragraphs that do **not** support the main idea.

When it gets cold at night, you might reach for a quilt to keep you warm. Many quilts today are produced in factories, but some people enjoy sewing their own quilts. Some people like blankets better than quilts. Making a quilt can mean more than just making something to keep people warm; it can be a way of preserving memories. Today's quilt might be made from pieces of a worn-out football jersey or a baby's first blanket. Similarly, quilts made in the past were made from scraps of cloth or pieces of old clothing.

Long ago, people would organize parties called "quilting bees." At a quilting bee, individuals would share stories while they sewed their pieces of fabric together. By working together, these quilters could create a quilt more quickly than if each quilter were working alone. Sometimes, they had to quit early because they ran out of candles. Swapping stories helped pass the time and provided some entertainment. Today, people still enjoy quilting with friends.

Key: Some people like blankets better than quilts.; Sometimes, they had to quit early because they ran out of candles.

Rubric: (1 point) The student selects the two correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	5	2	6b0	2	W.1d

Evidence Statement
The student will use information provided in a stimulus to revise an organized opinion text by developing an appropriate conclusion related to the opinion presented.

Leyla is writing an opinion essay for her principal about organized recess. She wants to revise the draft to create a stronger conclusion. Read the draft paragraph of Leyla's essay, and complete the task that follows.

When we were in earlier grade levels here at Grover Elementary School, we were given free time to play on the playground each day. We enjoyed chatting with our friends, playing on the equipment, and even participating in games of basketball and dodge ball every once in a while. But, when we got to fifth grade, our playground freedom was taken away. Instead of free time, we are now forced to play organized games and sports. Every fifth-grader must play whichever sport or game the teachers choose. This ruins the whole point of recess. We are supposed to have time to relax and recharge. We need time to just enjoy the outdoors with our friends. Now that we no longer have free playground time, more students are getting into trouble for talking during class. That is leading to falling grades.

Choose the sentence that is the **best** conclusion to Leyla's opinion essay.

- A. It would be easier for teachers to give us free time than to organize and help us play games.
- B. The positive side of having organized games and sports is that students do get more exercise.
- C. Until teachers give back our playground freedom, they will continue to see poor student behavior and bad grades.
- D. There have even been a couple of students who have fallen asleep in class following organized games and sports.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	5	2-W	1aE	3	W.3b

Evidence Statement
The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as including dialogue to convey events/experiences.

A student is writing a narrative for English class about a girl planting a garden. Read the paragraphs from the draft of the narrative and complete the task that follows.

It was Rachel's tenth birthday, and she was very excited. Her mother had promised her that when she turned ten she could plant a garden of her own. Rachel had been planning her garden for a long time, and she knew exactly what she wanted. Finally getting to plant her garden was the best birthday present she could get.

Rachel and her mom went to the local garden store and bought several different kinds of seedlings. They worked hard that afternoon to bring Rachel's dream to life. Finally, they finished and Rachel stood back, gazing at their work. "It's perfect, beautiful," she said, hugging her mother.

It wasn't too long, however, before her happiness was disturbed by a surprising event. She woke up one morning and discovered that almost all of her plants had been eaten!

Continue the narrative and include meaningful dialogue and description to tell what happens to Rachel's garden.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides appropriate and mainly specific descriptive details and/or dialogue</li> <li>Provides adequate development of experiences, characters, setting, action, and/or events</li> <li>Uses adequate sensory, concrete, and/or figurative language</li> <li>Is mostly “shown”</li> </ul>	<p>"Oh no!!" Said Rachel when she ran into the backyard. "My garden is ruined!!" exclaimed Rachel. Rachel thought she heard weird noises last night, and she suspected a raccoon had eaten them. She was right. She saw foot prints that looked like raccoon feet. She began to sob, and when her mother came out, Rachel ran into her mother's arms. "I'll never be happy again!!" Said Rachel. "It's okay, we'll rebuild it." Said her mother. " I guess so, but it won't be as meaningful as the first one." Said Rachel. After Rachel and her mother got dressed, they went to the garden store and bought more seedlings. they planted and watered them, and Rachel said, " Maybe it will be as meaningful as the first one after all."</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related</li> <li>Provides limited development of experiences, characters, setting, action, and/or events</li> <li>Uses limited sensory, concrete, and/or figurative language</li> <li>Is somewhat “told”</li> </ul>	<p>Rachel was so disappointed she ran outside to investigate. "Mom" she shouted, "my garden is gone!" Her mom came outside to see what her daughter was talking about. her mom looked about the yard when she spotted something in the dirt. "look there are deer footprints! they must have come looking for a snack." "Well" Rachel said, "i'm at least glad they found food."</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative</li> <li>Provides minimal, if any, development of experiences, characters, setting, action, and/or events</li> <li>Uses little or no sensory, concrete, and/or figurative language</li> <li>Is mostly “told”</li> </ul>	<p>A DEER MUSTUVE EATEN HER PLANTS BECAUSE IT WAS HUNGRY</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#18	5	2	8	1	W.3d

Evidence Statement
The student will identify and use the best concrete words and phrases.

A student is writing an essay for school about her favorite meal. Read the paragraph from the essay and complete the task that follows.

My grandmother would cook supper for us every Saturday night. Even though it was always the same meal, my whole family agreed that it was the best food we had ever tasted. We would have good fried chicken, creamy mashed potatoes, juicy green peas, soft cornbread, and nice apple pie with vanilla ice cream.

Choose the **two** pairs of more exact words the student could use in place of the underlined words.

- strong, sour
- neat, plain
- crispy, tasty
- much, better
- ordinary, fine
- delicious, sweet

Key: C, F

Rubric: (1 point) The student selects the two correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#19	5	2	9	1	L.2c

Evidence Statement
The student will identify, edit to correct, and/or edit for correct use of comma to set off the words yes and no, to set off a tag question, and to indicate direct address.

Choose the sentence that is punctuated correctly.

- A. You will be happy to learn Ms. Smith, that you have won the contest.
- B. You will be happy to learn, Ms. Smith that you have won the contest.
- C. You, will be happy to learn Ms. Smith, that you have won the contest.
- D. You will be happy to learn, Ms. Smith, that you have won the contest.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	5	2	9	1	L.1b

Evidence Statement
The student will identify, edit to correct, and/or edit for correct use of perfect tense.

Edit the sentences by clicking on the sentence that does **not** use verb tense correctly.

Mia asked her sister, "Have you seen my new book? I set it right here on the counter after school."

"Mia, I have not seen your book, but I believe that you probably put it somewhere and forgot about it," her sister explained.

Mia frowned and replied, "If I had put my book somewhere else, I would not have forget it!"

Key: Mia frowned and replied, "If I had put my book somewhere else, I would not have forget it!"

Rubric: (1 point) The student selects the correct option.

**Asteroids: Mini Planets**

Listen to the presentation. Then answer questions 21–23.



"Asteroids: Mini Planets" by NASA. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#21	5	3	4	2	SL.2

Evidence Statement
The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

Which statement **best** summarizes the presentation?

- A. The biggest asteroid is Ceres, which is about 600 miles around and is the first asteroid ever discovered.
- B. The area where most asteroids travel is called the asteroid belt, and it is located between Mars and Jupiter.
- C. Some asteroids have moons. In 1993, the asteroid Ida was discovered to have a moon, which scientists named Dactyl.
- D. Asteroids are made up of rock and iron, and some can be very large with their own moons. They orbit the Sun in the asteroid belt.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	5	3	4	1	SL.2

Evidence Statement
The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

Complete the chart to show what you learned from the presentation about asteroids. Click in the boxes next to details that apply to an asteroid in general, the Ceres asteroid, or the Ida asteroid.

	<b>asteroid in general</b>	<b>Ceres asteroid</b>	<b>Ida asteroid</b>
<b>made of rock and iron</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>has a moon</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>is 600 miles around</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>often called a minor planet</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>orbits the Sun</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: made of rock and iron: asteroid in general

has a moon: Ida asteroid

is 600 miles around: Ceres asteroid

often called a minor planet: asteroid in general

orbits the Sun: asteroid in general

Rubric: (1 point) The student selects the five correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	5	3	4	1	SL.2

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

Based on the presentation, which **three** statements **best** explain why scientists might call asteroids minor planets?

- They are hard to spot in space.
- They are made of rock and iron.
- They are not as important as real planets.
- They sometimes have their own moons.
- They are more like planets and moons than comets.

Key: B, D, E

Rubric: (1 point) The student selects the three correct options.

## Go Fly a Fengzheng

Listen to the presentation. Then answer questions 24–26.



Excerpt from "Go Fly a Fengzheng!" by Louise L. Greene,  
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Item	Grade	Claim	Target	DOK	Standard(s)
#23	5	3	4	1	SL.2

Evidence Statement
The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

Which statement **best** summarizes the presentation?

- A. Kites compete with the wind.
- B. Kites were used to communicate in China.
- C. Kites come in many different shapes.
- D. Kites are important in Chinese history.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#25	5	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

Which detail from the presentation **best** supports the idea that kites are an old invention?

- A. The first kites were made out of bamboo and silk.
- B. Kite noises were used to frighten enemies.
- C. Marco Polo wrote about kites in China.
- D. Chinese families enjoy flying kites.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	5	3	4	1	SL.2

Evidence Statement
The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.

Select **three** topics that **best** describe what the Chinese learned about from their kite designs.

- air currents
- birds
- gliding
- heaven
- wind changes

Key: A, C, E

Rubric: (1 point) The student selects the three correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	5	4	3	2	W.8

Evidence Statement
The student will analyze digital and print sources in order to locate relevant information to support research.

A student is writing a research report about mountains. Read the sentences from his report and the directions that follow.

Mountains are areas of land that are taller than all of the land around them. Mountains can be found on every continent. Mountains come in different heights and shapes. Some are even so tall that trees cannot grow at the top of them. Some mountains are made of rocks and dirt and sand. Other mountains are made partly of lava from a volcano.

Choose **two** of the sources that would **most likely** give the student more information about the ideas he has written.

- a website that shows people how to prepare to hike in the mountains
- a poster showing a team of people climbing up the side of a steep mountain
- an article from a book that describes how scientists think mountains were made
- an online encyclopedia article describing different mountain ranges and types of mountains
- a book telling the story of a young woman's desire to climb the largest mountain in the world
- a book describing different types of volcanoes that are found around the world

Key: C, D

Rubric: (1 point) The student selects the two correct options.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	5	4	2	2	W.8

Evidence Statement
The student will locate information from a text source to support a central idea or subtopic related to research.

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

<p><b><u>Research Report Plan</u></b></p> <p>Topic: seahorses  Audience: fifth-grade students  Purpose: to inform  Research Question: Why is the seahorse population decreasing?</p>
--

The student found information for the research report. Which piece of information should the student use in her report?

- A. Seahorses are small and able to hide easily.
- B. Adult seahorses do not move around much.
- C. Wild seahorses are captured and sold all around the world.
- D. Seahorses like to live among the seagrass in warm ocean waters.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	5	4	4	2	W.9b

Evidence Statement
The student will select evidence to support opinions based on evidence collected and analyzed.

A student is writing a report about exercise. The student wrote the following opinion.

Regular exercise is a good way to stay healthy.

She found a source. Read the source. Click on the sentence that has information to support the opinion. Click on **one** sentence.

### Source 1: Healthy Habits

The best way to stay healthy is to have healthy habits. Everybody needs to eat, sleep, and exercise. Finding a way to make these part of your everyday life may take some hard work. But once they are habits, it won't seem like work.

A diet filled with fresh fruits and vegetables is better than one filled with cookies. Grab an orange from the refrigerator instead of reaching for those cookies. Another good habit to follow is sleeping enough. Most people should try to get at least 8 hours of sleep each night. Another healthy habit is exercise. Studies show that jogging three times a week leads to a stronger heart. Like the other healthy habits above, it may take time to plan an exercise program. But once exercise becomes a habit, it is easy to do.

Key: Studies show that jogging three times a week leads to a stronger heart.

Rubric: (1 point) The student selects the correct option.