

Louisiana Believes

**Grade 5 English Language Arts
Practice Test
2013-2014**

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iLEAP Practice Test—Grade 5 English Language Arts

Test Administrator Instructions

- * This practice test shows what each session of the spring 2014 [grade 5 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 iLEAP 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 9) 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 spring iLEAP test and asks students to convince someone of their position. Other grade 5 prompts may direct students to write a story or develop an explanation or description.
 - Session 2: Research to Build Knowledge (pages 10 through 20) asks students to read a set of informational resources on a given topic and demonstrate a thorough understanding of the resources by answering multiple-choice questions.
 - Session 3: Language (pages 21 through 26) asks students to apply language skills by answering a series of multiple-choice questions. First, students identify mistakes in several short writing samples. Then they read two short passages and answer questions on how to improve the writing in the passages.
 - Session 4: Reading and Responding (pages 27 through 45) asks students to read several passages and answer multiple-choice questions and an extended constructed-response item to show their understanding of the passages.
- * 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 53 and 54. The multiple-choice answer sheets are on pages 57 through 60. 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 item 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 48 through 50. For more information about scoring **Content and Style only** for a grade 5 writing prompt, refer to the [Sample Student Work for the Transitional Writing Prompts](#) document. Use the Conventions rubric and the Additional Scoring Criteria documents on pages 50 through 52 for information on how to score language conventions.
 - Scoring information for the constructed-response item is on pages 55 and 56. The keys for the multiple-choice items are on pages 61 through 64.



Session 1: Writing Directions

For the writing session, you will write a composition that uses information from a reading passage to respond to the Writing Topic. As you read, you may underline the information in the passage 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 6),
- read aloud the directions above the passage, and
- read aloud the Writing Topic and the other information under the Writing Topic (all of page 5).

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 passage 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.

Session 1: Writing

Read the passage about school gardens. As you read the passage, think about whether you believe your school should or should not have a garden. Then use the passage to help you write a well-organized multiparagraph letter.

School Gardens

Many schools today have gardens. School gardens are planted by students and staff and are filled with flowers, often lavender and sunflowers, and crops such as tomatoes, carrots, and peppers. Whether the garden is large or small, the students and school community who care for the plants have a rewarding experience while they learn new skills and information.

Teachers can find many ways to use school gardens as part of their lessons. For example, math teachers can take their students out to the garden to measure the heights of different plants. Science teachers can use a school garden to help students learn how plants grow. Art teachers can ask students to decorate pots or create signs for each type of plant in the garden. The educational possibilities are endless.

There are just as many benefits for the students who work in the school gardens. One of the most important things they learn is responsibility. By being in charge of a section, they learn how to care for their plants. Students also see the consequences when they fail to do the work. Gardens also provide lots of opportunities for teamwork. Students work together to prepare the soil, plant the seeds, and care for the plants as they grow. They see a whole process that depends on the class working together as a team.

A school garden not only benefits the whole school; it also benefits the entire community! By allowing community members to help tend the garden, students can get to know the people in their community. The food grown in the garden can be donated to local food banks, which will make students feel proud about helping their neighbors. In addition, studies have shown that students who are actively involved in their community earn higher grades.

However, there are some disadvantages to school gardens. A school garden can be fun and educational, but it also takes a lot of time and requires a lot of space. If schools do not have an area for the garden, additional supplies must be purchased to create a garden area. Some schools may not be able to afford the wood, soil, seeds, water, and tools needed to build a raised garden. Students could injure themselves while using gardening tools if safety rules are not followed. Insect bites and allergies may also affect some students who spend time in the garden. In addition to cost, space, and safety concerns, there is also the question of who will care for the garden during the summer when students are not in school. A garden can be a good addition to a school, but it may not be right for every school.

Session 1: Writing

Writing Topic

If you could choose, decide whether or not you would like your school to have a school garden.

Write a multiparagraph letter to convince your principal whether or not to have a school garden. Use details from the passage to help you convince your principal.

As you write, follow the suggestions below.

- Be sure your letter has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your principal will understand your response.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Use page 7 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 8 and 9. Write your final draft on pages 46 and 47.

Remember: The prewriting activities on page 7 and the rough draft on pages 8 and 9 will not be scored. Only your final draft on pages 46 and 47 will be scored.

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- 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.

Sentence 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.

Session 1: Writing

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

Session 2: 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 1 through 8 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.

Session 2: Research to Build Knowledge

Directions: Carefully read the resources provided and use them to answer the questions on pages 18 through 20.

Research Topic: Inventors

Suppose you want to find out more about inventors. Four different sources of information about inventors are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Pages from the Book *Inventors*
“Who Made It and Why?” (pages 12 and 13)

2. Page from the Web Site Funinventions.org
Inventions—Food (page 14)

3. Pages from the Magazine *Inventors’ Resource*
Chart (pages 15 and 16)

4. Page from the Magazine *Create*
“Inventing Is a Process” (page 17)

Session 2: Research to Build Knowledge

1. Pages from the Book *Inventors*
“Who Made It and Why?”

Have you ever wondered how certain gadgets, games, and necessities came to be? How did the Band-Aid come about? Just who was responsible for the crayon? How could we experience being kids without crayons? What would life in the United States be without baseball? Who came up with that game? Many necessary and useful things were invented not only by adults in the past, but also by kids today.

Band-Aids

We know that bandages for wounds have been around forever, but it was 1920 before someone came up with a bandage that would stick on easily by itself. Earle Dickson, a cotton buyer at Johnson and Johnson, developed and refined the small sterile adhesive bandage for home use. Dickson invented the Band-Aid for his wife, who had many kitchen accidents.

Crayons

Crayons? They were invented by Edwin Binney and Harold Smith, owners of a paint company in New York City. In 1903, Binney and Smith combined paraffin wax with pigments (colorants) to make the modern-day crayon. They were inexpensive and an instant success.

More recently, 11-year-old Cassidy Goldstein invented “The Crayon Holder.” Cassidy kept ending up with a pile of broken crayons that were difficult to handle when she wanted to draw, so she created a device that would hold the broken piece and be large enough to hold on to. Her product is now sold in stores, and Cassidy earns a royalty on the sales.

Baseball

America’s “national pastime” actually began in the early 1800s. But it was in 1845 that Alexander Joy Cartwright of New York made up the first rules and regulations for the members of his New York Knickerbocker Base Ball Club, and the modern baseball game as we know it was launched. It was thirty years later before professional teams and leagues were formed. Then in 1878, Frederick Thayer of Massachusetts invented the catcher’s mask.

Recently, 9-year-old Austin Meggitt invented what he calls the “Battie Caddie,” a plastic bar with tubing that attaches to the handlebars of a bike and holds a bat. It also has a hook for a glove and a pouch for the ball. The idea for this award-winning caddie came when Austin nearly fell off of his bike while carrying his baseball equipment to practice.

Building Blocks

Have you ever played with a set of Lincoln Logs? Making structures out of the interlocking, wooden, notched logs provides lots of fun for kids. Lincoln Logs were invented in 1916 by John Lloyd Wright, an architect and one of five children of the world-famous architect Frank Lloyd Wright. John patented his toy in 1920 and sold the logs through his toy company, the Red Square Toy Company. Playskool bought the rights to Lincoln Logs in 1943.

Session 2: Research to Build Knowledge

Magic Sponge Blocks

In 2005, 10-year-old Taylor Hernandez won one of four Chester Awards for her invention of Magic Sponge Blocks. Listening to her mother complain about the amount of space her brother's and sister's blocks took up, she came up with the idea for Magic Sponge Blocks. Made of sponge, these large building blocks contain magnets. They can be stacked high, with the magnets holding them together, and they will not hurt anyone if they fall. They can also be pressed flat as pancakes and stored in a small space.

People who see problems as challenges and set about to solve them sometimes provide us with new and wonderful things that make our lives better, more fun, and definitely more interesting.

Session 2: Research to Build Knowledge

2. Page from the Web Site Funinventions.org

Inventions—Food

| | | |
|--------------------------|------------------------------|-------|
| Address | http://www.funinventions.org | >> GO |
| Funinventions.org | | |

Have you ever wondered how a popular food, dessert, or beverage was first created? Read on and find out about several of them.

[Home](#)
[Child Inventors](#)
[Inventions—Toys](#)
[Inventions—Food](#)
[Inventions—Games](#)
[Modern Discoveries](#)

Chewing gum—Although ancient Greeks, Mayans, and early American settlers chewed sap or resins from trees, the first commercial chewing gum, called the State of Maine Pure Spruce Gum, was made and sold by John B. Curtis in 1848. In 1850, Curtis began selling flavored paraffin gums.

Pizza—What we now call pizza started as a flat bread. In Italy in the early 1700s, flat breads, called pizzas, were made without toppings. These tasty, filling breads were sold to the poor in Naples by street vendors. When Maria Carolina, the queen of Naples, tasted one, she persuaded her husband, King Ferdinand IV, to allow this peasant dish to be made in the royal oven. Almost two hundred years later, during her travels around the country, Italy's Queen Margherita saw Italian peasants eating pizzabreads. She had to have a taste and fell in love with pizza. Many of her subjects thought it was improper for a queen to eat peasant food; however, she ignored the criticism and ordered the most famous pizzaiolo (pizza chef) of the day, Raffaele Esposito, to create for her a pizza made of tomato, basil, and cheese to resemble the colors of the Italian flag. This remains the basis of the American version of the pizza.

Soda pop—Joseph Priestly, an Englishman, created the first man-made carbonated water in 1767. Three years later, Swedish chemist Torbern Bergman invented a device that used sulfuric acid to make carbonated water from chalk. With Bergman's device, imitation mineral water could be mass produced.

The ice-cream cone—In 1904, Italian immigrant Italo Marchiony got a patent to manufacture ice-cream cones. The same year at the St. Louis World's Fair, a Syrian waffle seller named Ernest Hamwi heard that a nearby ice-cream vendor had run out of dishes to serve his cream. Hamwi had an idea to roll some of his waffles into a cone shape and offer them to his neighbor, who plopped scoops of ice cream in the cones and sold them. This first fully edible, portable treat was a hit with customers immediately.

M&Ms—During the Spanish Civil War of the 1930s, Forrest Mars, Sr., saw soldiers eating pieces of chocolate covered with a hard sugary coating, which kept the chocolate from melting in the sun. Using this idea, Mars developed the recipe for M&Ms and began selling them to the public in 1941. In 1954, Mars introduced M&Ms Peanut Chocolate Candies, along with the now famous slogan, "The milk chocolate melts in your mouth, not in your hand."

Session 2: Research to Build Knowledge

3. Pages from the Magazine *Inventors' Resource Chart*

You don't have to be an adult to be an inventor. Look at some well-known and not-so-well-known people under the age of twenty whose inventions have contributed to our lives.

| When | Who | What |
|------|-----------------------------------|--|
| 1642 | Blaise Pascal, at age 19 | Pascal invented the first mechanical adding machine to help his father with clerical work. Pascal's machine was a wooden box with eight dials. By turning the dials, a person could do simple addition and subtraction quickly. |
| 1717 | Benjamin Franklin, at age 11 | Franklin invented a pair of swim fins for his hands to help him swim faster. He went on to later invent lightning rods, bifocal glasses, and the Franklin stove. |
| 1824 | Louis Braille, at age 15 | To help blind people learn to read, Braille developed a system of printing raised dots on paper. The system, called braille, is now the standard form of writing and reading for blind people around the world. |
| 1862 | Thomas Edison, at age 15 | While working as a telegraph operator, Edison made his first important invention, an instrument that enabled messages to be transmitted automatically over a second line without the presence of an operator. |
| 1865 | George Westinghouse, at age 19 | Westinghouse got a patent for a rotary steam engine. A few years later, he invented the first air brake, which revolutionized the railroad industry. His invention made braking safer and allowed trains to travel at higher speeds. |
| 1930 | George Nissen, at age 16 | Just as he finished high school, Nissen used materials he found in a junkyard to build a steel frame over which he stretched a canvas. This apparatus became the trampoline. |

Session 2: Research to Build Knowledge

| When | Who | What |
|------|----------------------------------|---|
| 2005 | Taylor Hernandez, at age 10 | Taylor won the Chester Award in 2005 for inventing Magic Sponge Blocks, large building blocks made from sponge that can be stacked high without worry they could fall and hurt a child. The blocks have embedded magnets to hold them together, and they compress like pancakes for easy storage. |
| 2009 | Jessica O. Matthews at age 20 | Along with three other college students, Jessica invented a soccer ball that stores power inside the ball when it is played with. The balls are being given to children in areas without electricity so they can do schoolwork in the evening. |

Session 2: Research to Build Knowledge

4. Page from the Magazine *Create*
“Inventing Is a Process”

How do you invent?

The process starts with a problem or a need and ends with an invention.

1. First, identify the problem. Can you think of a better way of doing something?
2. Brainstorm a solution.
3. Write down or draw your ideas to help you organize your thoughts.
4. Develop your invention. You need to list your materials and then work out the process.
5. Test your invention. Make needed changes as you perfect your invention.
6. Share your invention with those who will benefit.

Remember: It can take time!

Who is an inventor?

Someone who identifies a problem and then works to find an original solution. *Anyone* can be an inventor, including you.

What is an invention?

An invention can be a thing. In 1920, when he was 14, Philo Farnsworth figured out a way to transmit light images. His light transmitter became the science behind electronic television.

An invention can be an idea. When he was 15, Louis Braille developed braille, a system of raised dots used by blind people to read and write.

What are the main qualities of an invention?

- something useful that did not exist before
- usually solves a problem
- often makes something better or easier to do

Session 2: Research to Build Knowledge

1. Based on information in “Who Made It and Why?” from *Inventors*, what was the result of Austin Meggitt’s difficulty riding his bike?
 - A. He invented a large version of the tricycle for older kids and adults.
 - B. He switched to using a skateboard to get around.
 - C. He asked for help from a company that made bicycles.
 - D. He invented a bicycle attachment to carry his equipment.

2. Read the sentence from the “ice-cream cone” section of the Funinventions.org page.

This first fully edible, portable treat was a hit with customers immediately.

What does portable mean?

- A. famous
 - B. delicious
 - C. easily carried
 - D. can be frozen
3. Which set of notes **best** captures the information presented in the chart from the magazine *Inventors’ Resource*?
 - A.
 - ordered chronologically
 - focuses on inventors who invented at a young age
 - includes a variety of interesting, helpful inventions
 - B.
 - ordered by importance
 - focuses on inventors who invented at a young age
 - includes only famous inventors and their inventions
 - C.
 - ordered chronologically
 - focuses on mechanical inventions
 - includes only little-known inventors whose inventions everyone uses
 - D.
 - ordered by importance
 - focuses on inventors who received awards
 - includes a variety of interesting, helpful inventions

Session 2: Research to Build Knowledge

4. In the article from *Create* magazine, how does the information under the subheading “What is an invention?” relate to the information under the subheading “How do you invent?”
- A. It gives the correct definition of the word “invention.”
 - B. It explains why inventors follow the steps in the process.
 - C. It shows how using the process can make someone famous.
 - D. It provides examples of two possible results of using the process.
5. According to the resource materials, which two inventions are credited to more than one person?
- A. Band-Aids and the telegraph
 - B. M&Ms and the rotary steam engine
 - C. adding machines and Lincoln Logs
 - D. soda pop and ice-cream cones
6. How does the account of Taylor Hernandez’s sponge block invention in the book *Inventors* **differ** from the account in the magazine *Inventors’ Resource*?
- A. The book account explains why the blocks take up very little space.
 - B. The book account describes how the blocks are held together when they are stacked.
 - C. The book account explains what gave Taylor the idea for inventing the blocks.
 - D. The book account tells about an award Taylor won for her invention.
7. Which two resources would provide the **most** relevant information to include in a report on young people and their inventions?
- A. the chart from the magazine *Inventors’ Resource* and the page from the magazine *Create*
 - B. “Who Made It and Why?” from the book *Inventors* and the chart from the magazine *Inventors’ Resource*
 - C. “Who Made It and Why?” from the book *Inventors* and the page from the Web site Funinventions.org
 - D. the page from the Web site Funinventions.org and the page from the magazine *Create*

Session 2: Research to Build Knowledge

8. What two main ideas are repeated throughout most of the resources?
- A. Some inventions from long ago are still used today, and modern inventions are often based on older ones.
 - B. The longest lasting inventions are the best ones, and many of them are related to food.
 - C. Inventors can be almost any age, and their ideas often come from problem solving.
 - D. Some inventors “accidentally” created new things, and their inventions became popular with users.



Session 3: Language Directions

In this session, you will look for mistakes in several short writing samples. Then you will read two short passages and answer questions about how to revise the passages.

- Read through each item carefully.
- Write your answers for questions 9 through 21 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 3: Language

Directions: Look for mistakes in spelling, capitalization, punctuation, grammar, and usage. Choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer.

9. A. In spite of their name koala bears are
B. not actually bears. They are marsupials,
C. which carry their young in a pouch.
D. *(No mistakes)*
10. A. One of my favorite movies,
B. *Finding Nemo*, is a prefect
C. combination of funny and serious.
D. *(No mistakes)*
11. A. Some animals, such as cows goats
B. horses, and rabbits, eat only plants.
C. Other animals eat meat, however.
D. *(No mistakes)*
12. A. Next week all the students in
B. Ms. Atkinson's class were expected to
C. turn in their answers on clean, white paper.
D. *(No mistakes)*
13. A. When they travel, people who get lost
B. should stop and ask for directions.
C. That is a good plan isn't it?
D. *(No mistakes)*

Session 3: Language

Directions: This section tests editing skills by asking you to revise two short passages. Read each passage and answer the questions that follow.

¹ Pat and I were looking forward to our three-day weekend. ² We had just had a very hectic week of school, and we couldn't wait to be "set free" for three full days of fun and excitement. ³ Along with Pat's "super-cool" Uncle Ray we were driving an hour north of town for a camping weekend in the wilderness. ⁴ Uncle Ray is a mechanic and takes care of Pat. ⁵ Uncle Ray was picking us up at school. ⁶ The car all packed and ready to go camping. ⁷ Now there were just two minutes left in the school day.

14. Which sentence needs a comma?

- A. sentence 1
- B. sentence 3
- C. sentence 4
- D. sentence 7

15. Which sentence should be left out of the story?

- A. sentence 2
- B. sentence 4
- C. sentence 5
- D. sentence 7

Session 3: Language

16. Choose the **best** way to express the idea in sentence 6.
- A. The car and us packed and ready to go.
 - B. Packed all our things in the car and were ready to go.
 - C. The car was all packed and ready to go.
 - D. In the car, all our things packed neatly and ready to go.
17. Choose the **best** concluding sentence to add to the paragraph.
- A. Pat, who lives down the block from me, then raised her hand.
 - B. Finally, the teacher gave us a little homework to do for Monday.
 - C. We sat at our desks and impatiently waited for the final bell to ring.
 - D. My little brother sometimes goes camping with us, but not this time.

Session 3: Language

1409 Robinwood Lane
Percy, Virginia 46455
July 22, 2012

Dear Marnie,

¹ I looked at a decorating book last week called *Beautiful Homes*. ² One of the houses in the pictures was located in Virginia, and it made me think of you. ³ What does your new home look like? ⁴ Send me a picture of it when you can.

⁵ The heat of the summer finally got to the Shreveport area, and I am thrilled! ⁶ My grandfather used to say to me, "Try to appreciate all the seasons of the year, and you will never be disappointed with the weather." ⁷ I go to the local swimming pool almost every day with my little sister. ⁸ Last week Mom took us to the fair for the county. ⁹ We watched the competition for riders on horseback. ¹⁰ Next week we plan to visit a working horse farm. ¹¹ I wish you were here to do all these things with us.

¹² Write soon and tell me all about your new neighborhood.

With best wishes,
Melissa

18. Choose the **best** introductory sentence to add to the letter.

- A. Are you reading any good books?
- B. Guess what I am up to this summer.
- C. Too bad you're not still here so we could do some things together.
- D. You moved to Virginia only three weeks ago, and I miss you already.

Session 3: Language

19. What is the **best** way to write sentence 1?
- A. I looked at a decorating book last week called “Beautiful Homes.”
 - B. I looked at a decorating book last week called “*Beautiful Homes.*”
 - C. I looked at a decorating book last week called Beautiful Homes.
 - D. (No change)
20. What is the **best** way to combine sentences 8 and 9?
- A. Last week Mom took us to the county fair, and we watched the horseback-riding competition.
 - B. Last week Mom took us to the fair at the county level, so we could watch the competition with horseback riders.
 - C. Mom took us last week to the fair at the county, and then we watched the horseback riders compete.
 - D. Mom took us to the county fair last week, and at the county fair we watched the horseback riders compete.
21. Which sentence should be left out of the letter?
- A. sentence 4
 - B. sentence 6
 - C. sentence 10
 - D. sentence 11



Session 4: Reading and Responding Part 1 Directions

In this session, you will read several passages and answer questions about what you read.

- Read each passage carefully and then answer the questions.
- Write your answers for questions 22 through 41 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 40 minutes.

Session 4: Reading and Responding Part 1

Read the passage and then answer questions 22 through 27.

Everyone enjoys seeing a rainbow in the sky, but have you ever wondered how rainbows are formed? Rainbows can be seen when sunlight shines on raindrops at just the right angle. To humans, sunlight appears white, but it is really made up of the entire spectrum of colors, such as red, orange, yellow, green, blue, indigo, and violet.

Have you ever seen a rainbow on a wall, reflected there by sunlight shining on a piece of glass somewhere in the room? When sunlight hits raindrops, the raindrops act like the piece of glass. They bend the rays of the sunlight so that it is broken apart into its different colors. The colors are reflected back to you as a rainbow.

However, certain conditions are needed in order to see a rainbow in the sky. First, it must be raining somewhere in the distance. Second, the sun must be shining fairly low in the sky. Third, the observer must be between the sun and the rain. Finally, the sun must be behind the observer.

The biggest, most colorful rainbows are those seen in the sky, but rainbows can also be seen in some other places. For example, rainbows may sometimes be seen if the sun is shining on the mist at the base of a waterfall. A person may see a faint rainbow in a fountain or even in the spray of a backyard water sprinkler if the conditions are just right.

Rainbow Experiment

If the conditions are not right for seeing a rainbow outside in the sky, you can experiment with making your own rainbow inside by using a glass of water and a flashlight.

Materials Needed

- a large, clear drinking glass
- water
- a sheet of plain white paper
- masking tape
- a flashlight

Session 4: Reading and Responding Part 1

What to Do

1. Fill a glass with water almost to the top.
2. Place the glass near the edge of a counter or a table.
3. Place a sheet of plain white paper on the floor a few inches away from the counter or table.
4. Put two pieces of masking tape over the front of a flashlight so that the light comes out through a slit about $\frac{1}{8}$ inch wide.
5. Darken the room to obtain the best results.
6. Hold the flashlight at an angle above the glass and shine the light through the water onto the sheet of paper on the floor.
7. Move the flashlight until you can see a rainbow on the paper.

What Is Happening

The beam of light from the flashlight that passes through the glass of water is similar to sunlight that passes through raindrops. The water bends the light so that it separates into the colors of a rainbow.

Session 4: Reading and Responding Part 1

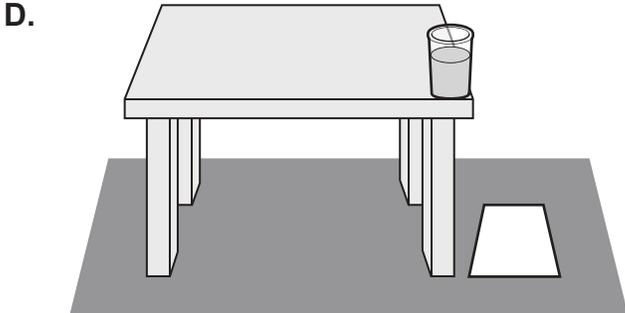
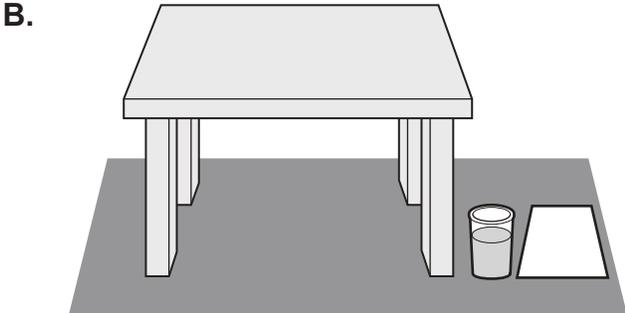
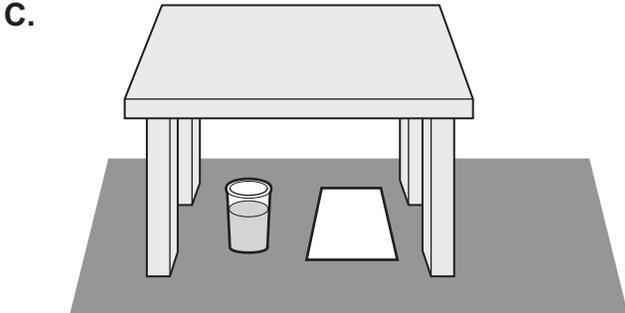
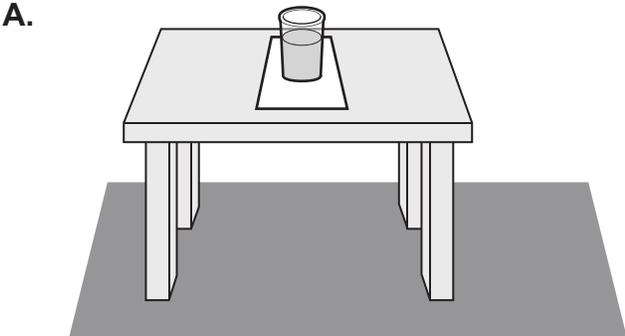
22. Which statement **best** compares how the author presents information in each half of the passage?
- A. In the first half, the author describes the places where rainbows can be seen. In the second half, the author explains how to create a rainbow at home.
 - B. In the first half, the author explains the science of how rainbows are formed. In the second half, the author explains how to create a rainbow at home.
 - C. In the first half, the author describes the places where rainbows can be seen. In the second half, the author describes how to make an art project of rainbows.
 - D. In the first half, the author explains the science of how rainbows are formed. In the second half, the author describes how to make an art project of rainbows.
23. The word “spectrum” is used in paragraph 1. Which phrase in that paragraph is **most** helpful in determining the meaning of “spectrum”?
- A. “a rainbow in the sky”
 - B. “sunlight shines on raindrops”
 - C. “to humans, sunlight appears white”
 - D. “such as red, orange, yellow, green”
24. Which idea from the first part of the passage is supported by the experiment?
- A. Rainbows can be seen in many different places.
 - B. A rainbow can be seen when light passes through water.
 - C. White light actually contains many different colors.
 - D. Rainbows often occur indoors.
25. Based on information in the passage, who might be able to see a rainbow?
- A. a person standing in the rain on a cloudy day
 - B. a person watching it rain in the distance on a cloudy day
 - C. a person watching it rain in the distance with the sun shining behind him or her
 - D. a person standing in the sun while it rains somewhere behind him or her

Session 4: Reading and Responding Part 1

26. In the experiment, which two items represent the sunlight and raindrops?

- A. the flashlight and water
- B. the masking tape and water
- C. the flashlight and a large, clear drinking glass
- D. the sheet of plain white paper and a large, clear drinking glass

27. If the author added an illustration, which picture would **best** support the description of the experiment?



Session 4: Reading and Responding Part 1

28. Which detail from the passage supports the main ideas that rainbows result from light passing through water and that certain conditions must exist?
- A. “They bend the rays of the sunlight so that it is broken apart into its different colors.”
 - B. “Have you ever seen a rainbow on a wall, reflected there by sunlight shining on a piece of glass somewhere in the room?”
 - C. “Rainbows can be seen when sunlight shines on raindrops at just the right angle.”
 - D. “The beam of light from the flashlight that passes through the glass of water is similar to sunlight that passes through raindrops.”

Session 4: Reading and Responding Part 1

Read the poems and then answer questions 29 through 34.

The Sea's Treasures

by Daphne Lister

- 1** In swept the sea
With a swirl and a swish,
It shimmered and whispered,
“Choose what you wish.”
- 5** And the sea showed its treasures
At the edge of the shore,
Shining bright the pebbles
And shells by the score.
- Long ribbons of seaweed
- 10** That shone gold and red,
“I’ll share them, I’ll share,”
The sea softly said.

Once the Wind

by Shake Keane

- 1** Once the wind
said to the sea
I am sad
And the sea said
- 5** Why
And the wind said
Because I
am not blue like the sky
or like you
- 10** So the sea said what’s
so sad about that
Lots
of things are blue
or red or other colours too
- 15** but nothing
neither sea nor sky
can blow so strong
or sing so long as you
- And the sea looked sad
- 20** So the wind said
Why

Session 4: Reading and Responding Part 1

29. Which lines from “The Sea’s Treasures” describe the actual treasure?
- A. lines 2 and 3
 - B. lines 5 and 6
 - C. lines 7 and 8
 - D. lines 11 and 12
30. How do the last three lines of “Once the Wind” fit in with the rest of the poem?
- A. They reveal the answer to a problem.
 - B. They repeat the thoughts of the wind.
 - C. They show a change in the sea’s feelings.
 - D. They suggest the sea and the wind have a plan.
31. Which statement **best** reflects the theme of “Once the Wind”?
- A. Things in nature can work together.
 - B. We all have qualities that make us special.
 - C. It is useless to be jealous of what others have.
 - D. All things in nature have beauty in common.
32. In lines 5 and 21 of “Once the Wind,” what effect is achieved by placing the word “Why” on a line by itself?
- A. It emphasizes the concern the sea and wind have for each other.
 - B. It shows the reader that the question has not been answered.
 - C. It suggests that the sea did not understand the wind’s answer.
 - D. It indicates that the sea and the wind are behaving like children.

Session 4: Reading and Responding Part 1

33. How is the style of “The Sea’s Treasures” different from the style of “Once the Wind”?
- A. “The Sea’s Treasures” uses stanzas, but “Once the Wind” uses free verse.
 - B. “The Sea’s Treasures” tells a story, but “Once the Wind” uses description.
 - C. “The Sea’s Treasures” uses similes, but “Once the Wind” uses rhyme.
 - D. “The Sea’s Treasures” uses ocean images, but “Once the Wind” uses wind images.

34. Part 1

How is the sea represented in **both** poems?

- A. The sea is described as wild and stormy.
- B. The sea is described as peaceful and beautiful.
- C. The sea is used as a metaphor for loneliness.
- D. The sea is presented as a generous character.

Part 2

Which two phrases from the poems **best** support the way the sea is represented?

- A. “Choose what you wish” and “nothing . . . can . . . sing so long as you”
- B. “Shining bright the pebbles” and “Lots / of things are blue”
- C. “Long ribbons of seaweed” and “neither sea nor sky”
- D. “At the edge of the shore” and “can blow so strong”

Session 4: Reading and Responding Part 1

Read the passage and then answer questions 35 through 41.

The National Parks

Each year, millions of visitors flock to one of our many national parks. Last year alone, nearly four million tourists visited the Grand Canyon, and over three million visited Yellowstone National Park. With their unmatched beauty, the national parks offer people a place to go to restore their energy. Through tourism, national parks also have an economic impact on nearby communities. Furthermore, the parks can be the last refuge for endangered plant and animal species, such as the giant redwoods of Sequoia National Park or the bison herds of Yellowstone. The parks we enjoy today, however, might not be around without the past efforts of a few individuals who supported an idea to protect the natural beauty of our country.

- 2 One of these individuals was the naturalist John Muir. In 1867, on his way west to San Francisco, John Muir walked through Yosemite and quickly recognized its incomparable beauty. He wrote that it was “by far the grandest of all special temples of Nature I was ever permitted to enter. . . .” Muir committed himself to learning as much about the wilderness as he could. In turn, he would pass this learning on to others in the many articles he wrote describing the beauty of the region. In order to protect Yosemite from the damage of litter, vandalism, overgrazing livestock, and overharvesting of timber, Muir became the voice behind a government bill that would create Yosemite National Park. Soon other bills would follow, and Muir would continue his fight to make Americans understand the importance of protecting the wild. In 1901, Muir wrote a book about the national parks, which caught the attention of people all over the United States, including President Theodore Roosevelt.

At a young age, Theodore Roosevelt had shown signs of a passion that would strengthen throughout his lifetime. A trip to North Dakota in 1883 prompted him to purchase a ranch where he could enjoy riding through the Badlands. It was during this time that he witnessed the damage done to the land and its wildlife.

- 4 Roosevelt would take his ideas about conservation with him to the White House as the country’s 26th president. He would go on to create the U.S. Forest Service, 51 federal bird reservations, 4 national game preserves, 150 national forests, and 5 national parks. So strong was his commitment to the wilderness, Roosevelt suspended a 1903 presidential speaking tour in order to spend two weeks camping in Yellowstone, where he gave a speech calling for its protection. While visiting Yosemite, Roosevelt camped for three days with John Muir, who showed the president around and persuaded him to make Yosemite Valley a part of the larger Yosemite National Park. After the trip, Roosevelt commented that there was no better person in the entire world with whom to see and appreciate Yosemite.

Roosevelt considered it of the utmost importance to leave “. . . this land even a better land for our descendants than it is for us.” His deeds matched his words. The natural beauty that tourists from around the world enjoy today in the country’s national parks is largely due to the efforts of Roosevelt and Muir, individuals who devoted themselves to an idea that has benefitted all people.

Session 4: Reading and Responding Part 1

35. What two main ideas are central to the passage?

- A. Yosemite National Park is considered by many to be the most stunning of our national parks, and it was John Muir’s favorite place to enjoy the wilderness.
- B. Our national parks have preserved much of the country’s natural beauty, and they came about mostly through the efforts of people like Muir and Roosevelt.
- C. One of the most popular activities for tourists is visiting our country’s national parks, and those parks have preserved and protected wilderness areas.
- D. Without the national parks, many species, such as bison and redwoods, would probably be extinct by now, and anyone who wants to can visit them in the national parks.

36. Read the statement from paragraph 1.

. . . national parks also have an economic impact on nearby communities.

Which evidence from the passage **best** supports the author’s statement?

- A. “Each year, millions of visitors flock to one of our many national parks.”
- B. “Muir wrote a book . . . which caught the attention of people all over the United States.”
- C. “. . . the national parks offer people a place to go to restore their energy.”
- D. “. . . Roosevelt suspended a 1903 presidential speaking tour in order to spend two weeks camping in Yellowstone . . .”

37. Read the quote by John Muir from paragraph 2.

He wrote that it was “by far the grandest of all special temples of Nature I was ever permitted to enter. . . .”

What does the quote reveal about Muir’s attitude toward Yosemite?

- A. Yosemite looked like a magnificent building to him.
- B. He thought of Yosemite as his second home.
- C. Yosemite felt like a sacred place to him.
- D. He thought human beings should not touch Yosemite.

Session 4: Reading and Responding Part 1

38. How does the author support the point made in paragraph 3 that Roosevelt’s love of the wilderness was a lifelong passion?
- A. by sharing others’ opinions of Roosevelt
 - B. by describing things he did throughout his life
 - C. by comparing his work with that of John Muir
 - D. by explaining how he ran his North Dakota ranch
39. Which evidence from the passage **best** supports the inference that Theodore Roosevelt was most responsible for our National Park System?
- A. “. . . Roosevelt suspended a 1903 presidential speaking tour in order to spend two weeks camping in Yellowstone . . .”
 - B. “A trip to North Dakota in 1883 prompted him to purchase a ranch where he could enjoy riding through the Badlands.”
 - C. “Roosevelt would take his ideas about conservation with him to the White House as the country’s 26th president.”
 - D. “He would go on to create . . . 51 federal bird reservations, 4 national game preserves, 150 national forests, and 5 national parks.”
40. Read the sentence from the last paragraph.

Roosevelt considered it of the utmost importance to leave “. . . this land even a better land for our descendants than it is for us.”

What is the meaning of the word utmost?

- A. simplest
- B. truest
- C. oldest
- D. greatest

Session 4: Reading and Responding Part 1

41. Which statement **best** describes the relationship between John Muir and President Theodore Roosevelt?
- A. They enjoyed going camping and hiking together.
 - B. They worked together to create all of the national parks.
 - C. They found a common bond in their mutual love of the wilderness.
 - D. They used their fame to bring attention to problems with the environment.



Session 4: Reading and Responding Part 2 Directions

In this session, you will read one passage and answer questions to show your understanding of the passage.

- Read the passage carefully and answer the multiple-choice questions about the passage.
- Then read the extended-response question and read through the passage to mark information that will help you write your response. Use the planning sheet to prepare your response.
- Write your answers for questions 42 through 47 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 passage, introduction, 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 35 minutes.

Session 4: Reading and Responding Part 2

Read this story about a farmer and then answer questions 42 through 47.

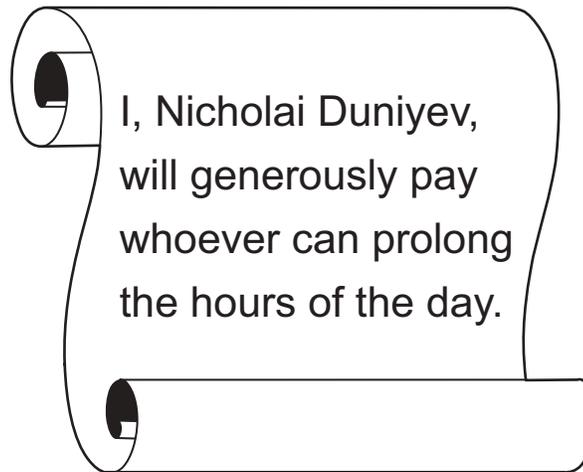
Nicholai Duniyev's Longest Day

A Lithuanian Folktale

- 1 Farmer Nicholai Duniyev watched bleakly as the sun set and his workers prepared to go home.

“Oh, if only I could lengthen the day,” he groaned. “My workers will plow only as long as the sun shines. How will I ever become wealthier if I must bow to the whims of the sun?”

Later that night, while eating a dinner of potatoes and liver, Nicholai Duniyev had an idea. He wrote out a proclamation:



The next afternoon the candlemaker arrived.

“What is so important that you interrupt my tea time?” asked Nicholai Duniyev.

“I have found a way to prolong your day,” said the candlemaker. “I will light one thousand candles with long, thick wicks and slow-burning wax. Your workers can toil through the night by the glow of candlelight.”

- 7 “What a wonderful idea!” Nicholai Duniyev exclaimed.

All the candles were lit. The fields glowed. Then a very unexpected thing happened. A fierce wind whipped through the fields. The candles toppled to the ground and burned an acre of land.

“You fool!” yelled Nicholai Duniyev. “Look what you’ve done! Out with you and your cockamamie ideas!”

And the candlemaker hurried home in the dark.

The next morning, while Nicholai Duniyev finished his luscious breakfast, the night watchman arrived.

“Surely you are hungry after your long night’s work,” said Nicholai Duniyev, “but as you can see, there is only enough food left for me.” He popped the last six sausages into his mouth.

“I have not come for breakfast, but to offer a suggestion. I know some things only a night watchman can know.”

- 14 “Can you lengthen the day?”

“Wait for this evening,” said the night watchman.

Session 4: Reading and Responding Part 2

The evening came quickly, as always. Nicholai Duniyev was licking his lips after a light meal of pork patties and pie when the night watchman returned with a box. When darkness settled, the night watchman opened the box. Out flew a million fireflies.

Nicholai Duniyev cried out for joy. “Ho ho, the heavens are truly aglow!”

But once freed, the fireflies flew away.

“Off with you and your stupid bugs!” yelled Nicholai Duniyev.

And the night watchman hurried home in disgrace.

- 21** The days continued to pass quickly. Nicholai Duniyev knew that as winter neared, the days would become even shorter. His workers would leave the fields even earlier.

One night a peasant woman knocked at his door.

“Farmer Duniyev, I heard your proclamation. If you agree to my terms, I will build you a wheel that will make your days grow longer.”

Nicholai Duniyev puffed out his chest. “And just what do you want, if this wheel actually works?”

The peasant woman drew a chessboard on the ground. “If my wheel lengthens your day, you must pay one grain of wheat for the first square of this chessboard, two grains for the second square, four grains for the third, eight grains for the fourth, and so on, doubling the amount for each of the sixty-four chessboard squares.”

“Starting with a single grain of wheat?” asked Nicholai Duniyev. Silly peasant woman, he thought to himself, I hope her wheel is smarter than she!

“Build me your wheel!” he told her.

- 28** All through the night she hammered and chiseled, sawed and filed. By daybreak the wheel was ready. Nicholai Duniyev sat down to spin as his workers arrived in the fields.

“Now,” said the peasant woman, “the faster you spin, the slower the sun will move. But if you rest, the day will slide past quickly.”

“A simple task, peasant. Off with you,” said Nicholai Duniyev impatiently. “I’ve serious work to do.” He strained against the crank, and the wheel’s teeth turned dozens of smaller wheels.

But Nicholai Duniyev found it hard to keep turning the heavy wheel.

“I have been spinning what feels like hours, and the sun has hardly moved an inch.” He rubbed his round belly. “I think I deserve a short break.”

But while he munched on mulberry pie, the sun sped through the sky!

Nicholai Duniyev jumped back on his stool. His back ached and his arms were cramped, but he cranked furiously.

- 35** Soon Nicholai Duniyev stopped spinning the wheel. He was exhausted.

The peasant woman looked in and asked, “Well, how is your day going?”

Nicholai Duniyev rocked his head in his hands. “What a day! Will it never end? You win, peasant. The faster I crank this wheel, the slower the sun moves. I guess for those who work hard all day, the day is indeed long enough. I’ll pay you your measly grains of wheat. Just take this wheel away!”

“Measly grains?” The peasant woman laughed. “Farmer Duniyev, instead of worrying about your next snack, you should have been using your head. One grain of wheat will become millions and millions of grains sixty-four chess squares later!”

Kicking her heels and tossing her head, the peasant woman went on her way. But she returned the next day—with plenty of wagons to carry her many full sacks of wheat.

Session 4: Reading and Responding Part 2

42. In paragraph 2, what does the farmer mean when he says, “I must bow to the whims of the sun”?
- A. His workers work slower when it is hot.
 - B. When it is night, everyone stops working.
 - C. When there is no sun, nothing will grow.
 - D. He will become wealthy if he obeys the sun.
43. What is the effect of the third-person point of view in this passage?
- A. The reader understands all the characters’ thoughts and actions.
 - B. The reader is focused mainly on the farmer’s thoughts and actions.
 - C. The reader relies only on dialogue to understand the action.
 - D. The reader learns about the characters’ actions without knowing their feelings.
44. How do the incidents with the candlemaker and the night watchman **best** fit into the structure of the whole story?
- A. They show that the farmer’s problem has no reasonable solution.
 - B. They show that people are willing to do anything to win a prize.
 - C. They cause the peasant woman to try a completely different approach to solving the farmer’s problem.
 - D. They cause the farmer to assume that the peasant woman will be able to solve his problem easily.
45. Why did the peasant woman bring several wagons to haul the wheat she had earned?
- A. She planned on sharing the wheat with other workers.
 - B. She wanted to take the wheel back home with the wheat.
 - C. She knew that one grain of wheat had become millions of grains.
 - D. She thought the farmer would be generous and give her a lot of wheat.

Session 4: Reading and Responding Part 2

46. Which statement **best** reflects the theme of the story?
- A. Being greedy can cost you more in the long run.
 - B. Hard work is often its own reward.
 - C. You should always consider the feelings of others.
 - D. Playing tricks on people can sometimes cause problems.

Session 4: Reading and Responding Part 2

Plan your answer to question 47 in the space provided below. Then write your completed response on the lines provided on page 53. Use page 54 if you need more space.

47. Using specific details from the passage, write an extended response that compares and contrasts the characteristics of the farmer and the peasant woman. Include the following in your response:

- a description of the farmer and the peasant woman, including similarities and differences

and

- an explanation of how their characteristics lead to the outcome of the story.

Make sure your response includes specific details from the passage.

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



Content Rubric for Scoring the Writing Prompt

CONTENT (One Passage): 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 passage 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 style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task | <ul style="list-style-type: none"> clear central idea shows a general understanding of the task | <ul style="list-style-type: none"> vague central idea shows a partial understanding of the task | <ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task |
| USE OF THE PASSAGE AND DEVELOPMENT | A composition without evidence from the passage cannot receive a score higher than a 2 in Content. | | | |
| | <ul style="list-style-type: none"> includes ample, well-chosen evidence from the passage to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. | <ul style="list-style-type: none"> includes sufficient and appropriate evidence from the passage to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. | <ul style="list-style-type: none"> includes insufficient or no evidence from the passage, OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. | <ul style="list-style-type: none"> includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing. |
| ORGANIZATION | <ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions | <ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions | <ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions | <ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response |

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 style="list-style-type: none"> precise effective vivid words and phrases appropriate to the task | <ul style="list-style-type: none"> clear but less specific includes some interesting words and phrases appropriate to the task | <ul style="list-style-type: none"> generic limited repetitive overused | <ul style="list-style-type: none"> functional simple (below grade level) may be inappropriate to the task |
| SENTENCE FLUENCY | <ul style="list-style-type: none"> fluid, very easy to follow, because of variety in length, structure, and beginnings | <ul style="list-style-type: none"> generally varied in length and structure Most sentences have varied beginnings. | <ul style="list-style-type: none"> little or no variety in length and structure Awkward sentences may affect the fluidity of the reading. same beginnings | <ul style="list-style-type: none"> simple sentences no variety Construction makes the response difficult to read. |
| VOICE (individual personality of the writing) | <ul style="list-style-type: none"> compelling and engaging | <ul style="list-style-type: none"> clear, but may not be particularly compelling | <ul style="list-style-type: none"> weak and/or inconsistent voice | <ul style="list-style-type: none"> no voice Response is too brief to provide an adequate example of style; minimal attempt. |

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 [Common Core Language Standards](#) and the grade-appropriate skills identified on the [Common Core Language Progressive Skills Chart](#).

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

| | |
|---|---|
| 1 | 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. |
| 0 | The response exhibits unacceptable control of sentence formation. There are run-on 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

| | |
|---|---|
| 1 | The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent 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. |
| 0 | 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

| | |
|---|--|
| 1 | 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. |
| 0 | 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

| | |
|---|--|
| 1 | 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. |
| 0 | 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 formation error. | Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i> |
| A sentence fragment is a sentence formation error unless it is deliberately presented for effect. | Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i> |
| If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a sentence formation error. | <i>I saw those boys fighting <u>while driving my car.</u></i> |
| A pattern of awkward syntax (word order) is a sentence formation error. | <i>I for you have some important news.</i> |
| Nonparallel structure, often in a series, is a sentence formation error. | <i>We live better lives, coping with sorrows, and how to be joyful.</i> |

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

Additional Scoring Criteria for the Writing Prompt

Additional Scoring Criteria for Writing

| Usage, Mechanics, and Spelling: | |
|--|--|
| When an error may be both a usage and a spelling error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in usage only . | She <u>allway</u> comes to work on time. |
| If a misused word in a sentence is a real word, it is a usage error. If it is not a real word, it is a spelling error. | Usage: We all went to the skating <u>ring</u> . Spelling: 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 (<u>are/our</u> , <u>through/though</u>) 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 <u>listens</u> . |
| An error may be either a spelling , mechanics , or usage 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 <i>and</i> is optional; both ways are considered correct. | Either: The pet shop was filled with birds, cats, <u>and</u> dogs. Or: The pet shop was filled with birds, cats, <u>and</u> dogs. |
| 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 <u>cats and dogs</u> , and fish of every color. |
| Direct quotations should not be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are mechanics errors. | Direct: Then Mom said <u>that</u> , "We cannot go along." Indirect: After we returned, she <u>said we are in trouble</u> . |
| 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 mechanics error. | I worked at the National Fou- ndation for the Blind. |
| TV, T.V., and tv are all acceptable and not mechanics errors. | |
| Use of <i>so they</i> instead of <i>so that they</i> is acceptable and not a usage error. | |

| Other Issues: | |
|--|--|
| Errors resulting from incorrect copying of information provided in the passage(s) are counted as sentence formation , usage , mechanics , or spelling errors, depending upon the type of error. | |
| The rules of standard written English apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a usage error. | I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me. |

Session 4: Reading and Responding Part 2

Constructed-Response Scoring Rubric

47. Using specific details from the passage, write an extended response that compares and contrasts the characteristics of the farmer and the peasant woman. Include the following in your response:

- a description of the farmer and the peasant woman, including similarities and differences

and

- an explanation of how their characteristics lead to the outcome of the story.

Make sure your response includes specific details from the passage.

| Score Point | Description |
|-------------|---|
| 4 | Student response is complete and accurate. It <ul style="list-style-type: none"> • compares the farmer’s character to the peasant woman’s character AND • contrasts the farmer’s character with the peasant woman’s character AND • provides a thorough explanation of how their characteristics lead to the outcome of the story AND • includes specific details from the passage to thoroughly support the response. |
| 3 | Student response is general but accurate. It <ul style="list-style-type: none"> • generally compares the farmer’s character to the peasant woman’s character AND • generally contrasts the farmer’s character with the peasant woman’s character AND • provides a general explanation of how their characteristics lead to the outcome of the story AND • includes some details from the passage to adequately support the response. |
| 2 | Student response is partial. It <ul style="list-style-type: none"> • addresses all parts of the task, but the evidence from the passage used to support the answer is vague or partial OR • completes two of the three parts of the task (compares and contrasts the farmer’s character with the peasant woman’s character, explains how their characteristics lead to the outcome of the story) and includes some details from the passage to support the response. • May contain errors. |
| 1 | Student response is minimal. It <ul style="list-style-type: none"> • minimally addresses the farmer’s character, the peasant woman’s character, or how their characteristics lead to the outcome of the story using little or no evidence from the passage 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. |

Scoring Notes:

Acceptable comparisons between the farmer and the peasant woman (and examples of supporting evidence):

- They are both ambitious.
 - The farmer thinks about his situation (“How will I ever become wealthier if I must bow to the whims of the sun?”) and comes up with the proclamation about rewarding anyone able to prolong the day.
 - The peasant woman creates a plan to get lots of wheat (thinks up the chessboard idea for multiplying the wheat) and follows through to make the plan successful (“By daybreak the wheel was ready”).

Session 4: Reading and Responding Part 2

Constructed-Response Scoring Rubric

47. (continued)

- They could both be considered greedy.
 - The farmer wants to lengthen the day to get wealthier than he already is, and the many details about his eating show his greed (“licking his lips after a light meal of pork patties and pie”).
 - The peasant woman creates a plan (the chessboard idea) to get lots of wheat (“Measly grains? ... One grain of wheat will become millions and millions...”).
- They both think they are smarter than other people.
 - The farmer thinks that the peasant woman is foolish (“I hope her wheel is smarter than she.”).
 - The peasant woman is smarter than the farmer (“...instead of worrying about your next snack, you should have been using your head”) and smarter than the other people who attempt to prolong the day (the candlemaker and the night watchman).

Acceptable contrasts between the farmer and the peasant woman (and examples of supporting evidence):

- The farmer is rude and impatient, but the peasant woman is patient and knows how to talk to the farmer.
 - The farmer calls people names (“fool”) and insults them (“Off with you and your stupid bugs!”).
 - The peasant woman waits for the farmer to discover the idea behind the wheel (“Well, how is your day going?”). She presents a plan that she thinks he will not be able to resist (“If you agree to my terms, I will build you a wheel that will make your days grow longer.”).
- The farmer is easily tricked and the peasant woman is clever.
 - The farmer doesn’t think through the offer (“A simple task, peasant”), but the peasant woman knows that she will win (“You win, peasant.... I’ll pay you your measly grains of wheat. Just take this wheel away!”).
- The farmer is lazy and the peasant woman works hard.
 - The farmer is always eating (“a dinner of potatoes and liver,” “the last six sausages”) and taking breaks (“I think I deserve a short break.”).
 - The peasant woman works (“All through the night she hammered and chiseled, sawed and filed.”).

Acceptable explanations of how the farmer’s and peasant woman’s characteristics lead to the outcome of the story include

- The farmer wants to make the days longer, and the peasant woman wants wheat. Since the farmer is easily tricked and the peasant woman is smart, he quickly falls for her promise to make the days longer and her request to pay her in wheat.
- The farmer is impatient and wants to be richer, so he is easily tricked by the clever peasant woman’s idea. If her plan works, she will get millions of grains of wheat. She builds a wheel and tells him the faster he spins, the longer the day will be. He quickly becomes tired from all the work he is doing. The farmer has to pay the peasant woman the wheat as promised in their agreement.

OR other plausible, text-based responses.

Session 2: Research to Build Knowledge Multiple-Choice Answer Sheet

NAME: _____

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Session 3: Language Multiple-Choice Answer Sheet

NAME: _____

9. _____

16. _____

10. _____

17. _____

11. _____

18. _____

12. _____

19. _____

13. _____

20. _____

14. _____

21. _____

15. _____

Session 4: Reading and Responding Part 1

Multiple-Choice Answer Sheet

NAME: _____

22. _____

32. _____

23. _____

33. _____

24. _____

34. _____ , _____

25. _____

35. _____

26. _____

36. _____

27. _____

37. _____

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38. _____

29. _____

39. _____

30. _____

40. _____

31. _____

41. _____

Session 4: Reading and Responding Part 2

Multiple-Choice Answer Sheet

NAME: _____

42. _____

45. _____

43. _____

46. _____

44. _____

47. ECR

Session 2: Research to Build Knowledge

Multiple-Choice Answer Key

1. D

2. C

3. A

4. D

5. D

6. C

7. B

8. C

Session 3: Language Multiple-Choice Answer Key

9. A

10. B

11. A

12. B

13. C

14. B

15. B

16. C

17. C

18. D

19. D

20. A

21. B

Session 4: Reading and Responding Part 1

Multiple-Choice Answer Key

22. B

23. D

24. B

25. C

26. A

27. D

28. C

29. C

30. C

31. B

32. A

33. A

34. D , A

35. B

36. A

37. C

38. B

39. D

40. D

41. C

Session 4: Reading and Responding Part 2

Multiple-Choice Answer Key

42. B

45. C

43. B

46. A

44. A

47. ECR

Acknowledgements

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