

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 4

08/14/2019



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 information¹:

- 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 4. A separate document is available that provides a sample performance task and scoring guide for this grade level.

¹ 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 1–9.

A Rainy Day at the Farmer's Market

I heard the honking of the horn as my dad's truck pulled into the driveway. Immediately, I knew it was time to stop playing catch with my dog. My grandmother called, "Matthew! Your dad is home. Please come help him!"

I was disappointed. It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

"Matthew!" Grandmother called again.

"I'll be right there!" I yelled.

"Please get the big umbrellas from the basement," Grandmother said. "It looks like it's going to rain."

I still had to put on some shoes. I decided to wear my cowboy boots, but I couldn't find them. I looked in the front closet, upstairs, and by the back door. I could've worn my sneakers, but I really wanted to wear my boots. I knew that if I didn't hurry, everyone was going to be upset with me. Reluctantly, I put on my sneakers and went outside.

By then there were only a few crates of produce that needed to be loaded onto the truck.

"I could have used your help, son," said Dad. "Kayla helped me load all of this produce into the truck."

I knew he wasn't happy with me, and I felt bad that my sister Kayla had helped instead of me. I started to explain how I wanted to wear my boots, but couldn't find them. Then I realized how selfish I sounded.

Grandmother came outside, and I helped her carry a box of fresh baked goods. Once we were all in the truck, Dad drove toward town.

The Farmer's Market was located in a parking lot behind the town square.

Dad stopped the truck at the main entrance to check in. "Good morning, Bill," Dad said to the attendant. "What's the weather prediction?"

"It's not looking good," said Bill. He directed us to where we should park our truck.

Dad drove the truck toward our parking space, and then carefully backed in. We set up our table with fruits and vegetables on one side and baked goods on the other. Grandmother's homemade pies and cookies made my mouth water.

"We'd better put up the umbrellas in case it rains," said Dad.

I gulped. I realized I had forgotten the umbrellas. Dad, Grandma, and Kayla looked at me expectantly.

"I'll be right back!" I yelled, and took off running before anyone had a chance to say anything.

I knew that my friend Jose and his family were supposed to be at the market, so I searched for them, keeping my fingers crossed that it didn't start to rain. I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Exhausted, I continued searching through the rows of tables. I reached the last row with growing concern. If it rained, our truck would get soaked, and so would my family.

Finally I saw Jose. I ran over and almost collapsed.

"Is everything all right, Matthew?" asked Jose's mom.

I gasped for air as I explained how I forgot our umbrellas. I asked if they had any extras we could borrow.

"Of course! Jose, please help Matthew," said Jose's mom.

Then it happened: a drop of rain hit my face!

Jose and I quickly pulled out two large umbrellas from the family's truck. Jose helped me carry the big umbrellas back to our space. We had to go slowly, being careful not to bump into anyone. The market had opened for business, and it was already crowded.

We arrived just in time. As we opened the umbrellas, the few drops of rain began to turn into a steady drizzle. Dad smiled and nodded, seemingly pleased that I had solved the problem on my own. After we set up the umbrellas, Jose hurried back to his family. Luckily the rain didn't stop the crowds. But the rain sure taught me a lesson that day.

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

Matthew and his family go to the farmer's market regularly. Pick the **two** details from the passage that **best** support this inference.

- ☐ Kayla helps load the crates onto the truck.
- ☐ Matthew knows his friend Jose will be there.
- ☐ Grandmother bakes pies to sell at the market.
- ☐ Dad knows the name of the parking attendant.
- ☐ Matthew thinks the rain will allow them to stay home.

Key: B, D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#2	4	1	7	2	L5b

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

Read the sentences from the passage.

I knew that my friend Jose and his family were supposed to be at the market, so I searched for them, keeping my fingers crossed that it didn't start to rain.

Why does the author use the phrase "keeping my fingers crossed"? Pick **three** choices.

- ☐ to show Matthew feels unlucky
- ☐ to show Matthew can move his hands easily
- ☐ to show Matthew thinks the rain will not come after all
- ☐ to show Matthew believes he can change the weather
- ☐ to show Matthew is hopeful that the weather will not turn bad
- ☐ to show Matthew wishes he could have some control over his problem

Key: A, E, F

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

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

The author uses the word disappointed in the passage. Click on the group of words in the sentence that **best** shows that idea.

It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

Key: no such luck

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

Item	Grade	Claim	Target	DOK	Standard(s)
#4	4	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 sentences from the passage.

Finally I saw Jose. I ran over and almost collapsed.

What does the use of the word collapsed suggest?

- Ⓐ Matthew is noisy.
- Ⓑ Matthew is very helpful.
- Ⓒ Matthew feels cheerful.
- Ⓓ Matthew feels very tired.

Key: D

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

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

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

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

Part A

Which of these inferences about Matthew is supported by the passage?

- Ⓐ Matthew does not get enough exercise.
- Ⓑ Matthew wants to go to the farmer's market.
- Ⓒ Matthew does not care if his family gets wet.
- Ⓓ Matthew enjoys eating his grandmother's baked goods.

Part B

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

- Ⓐ I had hoped to do what I wanted today.
- Ⓑ Grandmother's homemade pies and cookies made my mouth water.
- Ⓒ I realized I had forgotten the umbrellas.
- Ⓓ I ran over and almost collapsed.

Key: Part A: D

Part B: B

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

Item	Grade	Claim	Target	DOK	Standard(s)
#6	4	1	2	2	RL.2

Evidence Statement
The student will determine key ideas and events in a text.

What happens after Matthew and Jose open the umbrellas?

- Ⓐ The rain begins to fall.
- Ⓑ The crowds begin to thin out.
- Ⓒ Matthew visits Jose and his mother at their stand.
- Ⓓ Matthew sets up the table with the fruits and vegetables.

Key: A

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

Item	Grade	Claim	Target	DOK	Standard(s)
#7	4	1	5	3	RL.3

Evidence Statement
The student will analyze the relationships among literary elements (dialogue, setting, conflict, character actions/interactions, point of view) within one text.

How does the author develop the idea that Matthew takes responsibility for his actions?

- Ⓐ Matthew stops explaining to his dad about the boots and begins helping.
- Ⓑ Matthew comes outside in time to load the last crates of produce onto the truck.
- Ⓒ Matthew is disappointed that he still must go to the market, even though it is raining.
- Ⓓ Matthew asks his friend to help him carry the umbrellas carefully through the crowd.

Key: A

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

Item	Grade	Claim	Target	DOK	Standard(s)
#8	4	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.

Read the sentence from the passage.

I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Choose **two** statements that **best** explain why the author chose to include this sentence.

- ☐ to show that Matthew is good at running
- ☐ to prove that Matthew's problem is very serious
- ☐ to help the reader imagine the farmer's market
- ☐ to show that it was difficult for Matthew to find Jose
- ☐ to prove that there were many other sellers at the market besides Matthew's family
- ☐ to help the reader understand the different kinds of items that were being sold at the market

Key: C, D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#9	4	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 paragraph about Matthew looking for his cowboy boots add to the plot?

- Ⓐ Matthew takes his time finding them, which adds to the calm feeling of the story.
- Ⓑ Matthew spends a lot of time looking for them, which adds a feeling of mystery to the story.
- Ⓒ Matthew gets too busy looking for them, causing him to forget the umbrellas, which sets up the problem in the story.
- Ⓓ Matthew is unable to find them, causing him to wear his sneakers, which builds on the character description in the story.

Key: C

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

Read the passage and answer questions 10–15.

Dances with Animals

by Ellen R. Braaf

A honey bee returns to the hive. Sticky pollen clings to her body. Nectar fills her honey sac. She's found apple blossoms in a distant orchard. How does she tell other worker bees about this new food source? She dances!

Unlike humans, animals don't have words to help them communicate. They can't say "Hey! Look what I found," or "Keep away! This is my spot," or "Want to go steady?" Yet, animals communicate all the time. They send out signals—messages others receive and understand using their senses of smell, taste, touch, hearing, and sight.

Animals with good vision "talk" to each other with their bodies. They use patterns of movements to share information, to defend themselves or their territories, and to attract mates. Nature designs their steps, and they dance as if their lives depended on it. Often, they do.

Language of Bees

Most communication takes place among members of the same species. In dark beehives, honeycombed walls become waxy dance floors. Like a rock star swarmed by adoring fans, a bee returning from the apple orchard begins her dance. Other workers follow her as she moves forward in a straight line. She vibrates her wings and wags her body side to side very quickly—13 to 15 times a second. Then she turns to one side, circles back, and begins the waggle run again. When she finishes, she circles around—this time in the opposite direction—and repeats her steps. The dance may go on for hours.

As she traces a figure 8 on the dance floor, the follower bees touch her with their antennae. They sense the odors of apple blossom nectar and pollen clinging to her body. These workers also detect the scent she used to mark the distant flowers. A flight plan is coded in her movements. The length of the waggle run tells workers how far the flowers are from the hive. Its angle tells them how to get there. Because bees steer by the sun, the dancer links her directions to its position in the sky.

However, the position of the sun in the sky keeps changing. If the waggle dance lasts for hours, how do bees leaving the hive long after the dance has begun find their targets? Amazingly, they do. The wagging bee adjusts her dance to account for the sun's movement.

Keep Away!

“This is my spot!” Not all animals cooperate the way honey bees do. Most compete for food, territory, and mates. Fights take time and energy. Rivals risk injury and death, weakening the group as a whole. So some animals dance instead, using movements to make themselves look larger, stronger, and quicker than their competition. “Don’t mess with me,” they say.

Red Fish, Blue Fish

Most fish settle conflicts over territory without fighting. But Siamese fighting fish, also known as bettas, are little fish with a big mean streak. Brightly colored bettas in pet stores have been specially bred for their beautiful veil-like fins. In the wild, they live in rice paddies in Southeast Asia.

If threatened, male Siamese fighting fish switch back and forth between face-to-face and side-to-side positions. Facing each other, they flare out flaps of skin on their necks and extend their fins. This makes them seem twice their size. Side-to-side, they flicker their fins and beat the water with their tails. Tail beating gets faster and faster until one male backs down. The loser lowers his fins and puts his tail down. His bright red, blue, or purple body color fades to a dull hue. Defeated, he swims away.

Whether it is to communicate where to find something or to tell someone to “steer clear,” animal dances can tell us a lot!

“Dances with Animals” by Ellen R. Braaf, from *Ask* magazine.
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Item	Grade	Claim	Target	DOK	Standard(s)
#10	4	1	8	2	RI.1

Evidence Statement
The student will identify text evidence to support a given conclusion based on the text.

Click on the **two** sentences that **best** support the idea that dancing may be a better way for animals to communicate than fighting.

Not all animals cooperate the way honey bees do. Most compete for food, territory, and mates. Fights take time and energy. Rivals risk injury and death, weakening the group as a whole. So some animals dance instead, using movements to make themselves look larger, stronger, and quicker than their competition. "Don't mess with me," they say.

Key: Fights take time and energy.; Rivals risk injury and death, weakening the group as a whole.

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

Item	Grade	Claim	Target	DOK	Standard(s)
#11	4	1	9	2	RI.2

Evidence Statement
The student will determine key details in a text to complete a summary.

Read the summary of the “Red Fish, Blue Fish” section of the passage and the directions that follow.

The male betta fish would rather dance than fight. First, they turn toward each other and stretch out their skin and fins to look bigger. Then, they move side to side and quickly beat the water with their tails until one backs down. The loser lowers his fins and tail and swims away.

An important detail is missing from the summary. Click on the sentence from the passage that includes the missing detail.

If threatened, male Siamese fighting fish switch back and forth between face-to-face and side-to-side positions. Facing each other, they flare out flaps of skin on their necks and extend their fins. This makes them seem twice their size. Side-to-side, they flicker their fins and beat the water with their tails. Tail beating gets faster and faster until one male backs down. The loser lowers his fins and puts his tail down. His bright red, blue, or purple body color fades to a dull hue. Defeated, he swims away.

Key: His bright red, blue, or purple body color fades to a dull hue.

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

Item	Grade	Claim	Target	DOK	Standard(s)
#12	4	1	10	2	RI.4

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

Read the sentence from the passage.

Because bees steer by the sun, the dancer links her directions to its position in the sky.

Pick the word that **best** defines position as it is used in the sentence.

- Ⓐ job
- Ⓑ opinion
- Ⓒ order
- Ⓓ place

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#13	4	1	13	2	L5b

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner.

What is the **most likely** reason the author uses dialogue in the passage? Pick **three** choices.

- ☐ to inform readers that animals communicate through movement
- ☐ to inform readers that animals can talk to each other the same way humans can
- ☐ to inform readers that different dance movements have different meanings to animals
- ☐ to inform readers that animals have a spoken language that some humans can understand
- ☐ to inform readers that an animal's specific movements gives other animals important information
- ☐ to inform readers that animals have secret codes that only the smartest animals in the species can understand

Key: A, C, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#14	4	1	9	2	RI.2

Evidence Statement
The student will determine key details to support a summary of a text.

Pick the **two** sentences that should be included in a summary of the passage.

- ☐ A bee traces a figure 8 while other bees touch her antennae.
- ☐ Bees are able to communicate with dance when the sun is in the sky.
- ☐ It takes several hours for a bee to communicate with other worker bees.
- ☒ Bees use patterns of movement to tell other worker bees how to find food.
- ☐ Bees dance to show other worker bees the direction of food but not how far away it is.
- ☐ Bees communicate by vibrating their wings, moving side to side, and turning in circles.

Key: D, F

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

Item	Grade	Claim	Target	DOK	Standard(s)
#15	4	1	12	3	RI.1

Evidence Statement
The student will analyze the interaction between elements within a text.

What does the information in the section “Keep Away!” show about the author’s point of view?

- Ⓐ It shows that the author thinks that bees are the best animal.
- Ⓑ It shows that the author thinks that all animal dances are frightening.
- Ⓒ It shows that the author thinks that animal dances weaken animal groups.
- Ⓓ It shows that the author thinks that animal dances are better than animal fights.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#16	4	2	1bE	2	W.3b

Evidence Statement
The student will revise narrative texts by identifying descriptive details and sensory language that convey events/experiences.

Parker is writing a story for her class about a dog that helps people who are blind. Parker wants to revise her story to add better detail about the main character. Read the draft paragraphs of her story and complete the task that follows.

About a year ago, a young Black Labrador puppy was adopted by a loving and helpful family. The family named the pup Bailey, and they taught her how to assist people who are blind.

Each day, Bailey learned a new skill for being a good guide dog. She learned how to listen very carefully to commands, and she also learned how to warn people when there was danger. Bailey seemed to beam with pride and happiness every time she was praised for her good work. She knew she was destined for great things in life. Bailey wanted nothing more than to help people. Bailey wagged her tail in delight when she heard, "Good girl! What a helpful dog you are!"

Finally, the day arrived for Bailey to go to her new home. A lovely lady who had lost her eyesight only a month earlier adopted the helpful dog. Bailey quickly became her faithful friend and assistant. Bailey always made sure the woman was safe both at home and in the neighborhood. In return, the woman made sure Bailey felt loved and treasured.

Choose the **best** sentence to add detail to show or explain who the main character is.

- Ⓐ The family lived in a beautiful, small home in the woods.
- Ⓑ Bailey was more helpful, loving, and intelligent than any dog the family had known.
- Ⓒ The lovely lady had three daughters and one son who all lived far away in different states.
- Ⓓ Parker met Bailey in fourth grade when a lovely lady brought her to the school for a lesson.

Key: B

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

Item	Grade	Claim	Target	DOK	Standard(s)
#17	4	2	3b0	2	W.2c

Evidence Statement
The student will revise informational/explanatory text by identifying improved organizational elements such as using transition words and phrases to link ideas.

A student is writing a report for his teacher about raising frogs. Read the draft of the report and complete the task that follows.

When Robert brought the frog eggs to school, they looked like tiny jelly balls. They were attached like a bunch of grapes to a rock under the water of the aquarium tank. For several days, nothing seemed to be happening. We worried that something had gone wrong. Frog eggs will not hatch if the water is not clean enough or if the temperature is too cool. Then, one morning Kate noticed that the eggs had hatched. Tadpoles were swimming around the tank like a swarm of tiny bees. It was disappointing that we were not able to see the hatching itself. , raising frogs has been very interesting so far.

Choose the **best two** phrases to connect "It was disappointing that we were not able to see the hatching itself" and "raising frogs has been very interesting so far."

- ☐ Even so
- ☐ Later on
- ☐ Let alone
- ☐ Despite this
- ☐ For example
- ☐ In other words

Key: A, D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#18	4	2	6b	2	W.1b

Evidence Statement
The student will revise complex opinion text by identifying the best use of elaboration techniques such as developing the opinion with supporting evidence/reasons and elaboration.

A student is writing an opinion article for the teacher about too much homework. The student wants to revise the draft to improve the development of ideas. Read the draft of the article and complete the task that follows.

Students these days have too much homework. At my school, students get more than an hour and a half of homework every night, and that doesn't include our daily reading.

First of all, our homes should not feel like another form of school. We listen and work all day at school. Home should be for spending time with our families and friends. However, the amount of homework the average fourth-grade student receives is taking away important family time and time to play. Kids also need to get enough sleep to do well in school. Sometimes we have so much homework in so many different subjects that we are up way past our bedtimes trying to get it done.

However, other people believe homework gets students ready for high school and makes them more responsible. They also say homework makes parents get more involved in their child's learning. I disagree. I believe it's more important to spend fun times with your family instead of arguing over homework.

After you've worked on schoolwork all day long, it's not fun to go home and do homework. I hope teachers, principals, students, and parents can find an answer and end the problem of too much homework!

Choose the sentence that **best** supports the underlined reason in the second paragraph.

- Ⓐ My family loves to spend time playing board games in the evenings.
- Ⓑ Many of my friends would use the free time at home to play on their computers.
- Ⓒ My teachers say that all students should have one to two hours of homework each night.
- Ⓓ Studies have shown that students who are active with friends and family are healthier and happier.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#19	4	2	8	1	W.3d, L.3a

Evidence Statement
The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience.

A student is writing a story for language arts about learning to ski. Read the draft of the story and complete the task that follows.

The student wants to make sure that he has used the right words to make his meaning clear. Click on **two** of the underlined words that he should change.

This weekend, I went skiing with my friend Jack and his family. I had never been there before, so I was really excited. The mountains looked so beautiful with their peaks covered in snow.

First, Jack's father gave me a ski lesson and I practiced for a while. Then, we rode to the ski slope on the thing that takes people to the mountain top. It was fun to slide on the skis, but I forgot how to stop and crashed into Jack. We both fell down, but we weren't hurt. Jack's dad was laughing. He helped us up and taught me how to stop again.

Key: there, thing

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

Item	Grade	Claim	Target	DOK	Standard(s)
#20	4	2	9	1	L.2b, L.2c

Evidence Statement
The student will apply or edit the use of commas and quotation marks to mark direct speech and quotations from a text.

Read the story and the question that follows.

Today, our class went to The Fishery, a local fish store, because we are learning about fish: where they live and how they are different from people. Inside the store was very dark, except for the bright lights on top of each tank.

The girl, working in the store told me that the lights are neon, and they are used to show off the bright, colors of each fish.

The different fish were beautiful under the lights. They were bright blue, purple, yellow, and green.

I wanted to take all of the fish home.

What is the **best** way to correct the punctuation error in the underlined sentence?

- Ⓐ The girl working in the store told me the lights are neon, and they are used to show off the bright colors of each fish.
- Ⓑ The girl working in the store told me, the lights, are neon and they are used to show off the bright color of each fish.
- Ⓒ The girl, working in the store told me, "The lights are neon" and they are used to show off the bright colors of each fish.
- Ⓓ The girl working in the store told me, the lights are "neon," and they are used to show off the "bright colors" of each fish.

Key: A

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

Item	Grade	Claim	Target	DOK	Standard(s)
#21	4	2	9	1	L.2a

Evidence Statement
The student will apply or edit the use of capitalization in a text.

Read the paragraph and complete the task that follows.

We went to visit my uncle in Massachusetts. He lives just outside of Boston, so we went sightseeing in the City. We went to see where Paul Revere lived. He was a famous hero in the American Revolution. After that we walked through Boston Commons, a large park. Then we went to a baseball game.

Choose the underlined word that is incorrectly capitalized.

- Ⓐ uncle
- Ⓑ City
- Ⓒ Revolution
- Ⓓ park

Key: B

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

The Telephone Is Born

Listen to the presentation. Then answer questions 22–24.



Excerpt from *Alexander Graham Bell: Inventor of the Telephone* by Editors of Time for Kids with John Micklos, Jr. Copyright © 2006 by Time Inc. Reused with permission of Time Inc.

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

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

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

Part A

What is the **main** idea of the presentation?

- ☐ A Alexander Graham Bell lived long ago.
- ☐ B Alexander Graham Bell was an inventor.
- ☐ C Alexander Graham Bell worked in a small lab.
- ☐ D Alexander Graham Bell invented the telephone.

Part B

Which sentence from the presentation **best** supports the main idea?

- ☐ A "On March 10, 1876, Alexander Graham toiled in his lab in Boston, Massachusetts."
- ☐ B "The lab was actually a few small bedrooms in a boardinghouse."
- ☐ C "Bell had experimented with many other machines, but those trials had ended in failure."
- ☐ D "After years of research, the telephone was finally born."

Key: Part A: D

Part B: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#23	4	3	4	1	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 conclusion that Alexander Graham Bell was a dedicated scientist?

- Ⓐ Bell worked late at night.
- Ⓑ Bell worked in a boardinghouse lab.
- Ⓒ Bell had many failures with other machines.
- Ⓓ Bell got discouraged, but kept trying anyway.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#24	4	3	4	2	SL.3

Evidence Statement
The student will identify the use of supporting evidence in a presentation.

Choose **two** details from the presentation that support the idea that the telephone took a long time to invent.

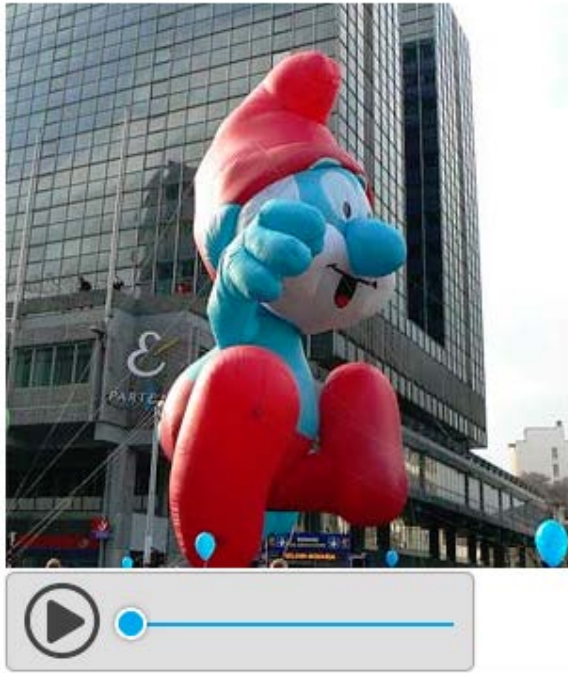
- ☐ Bell worked hard in his small lab.
- ☐ Bell had an assistant that helped him.
- ☐ Bell worked with metal, rods, and wires.
- ☐ Bell worked on his contraption for several years.
- ☐ Bell experimented with many different machines.

Key: D, E

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

Balloon Wranglers

Listen to the presentation. Then answer questions 25–27.



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

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

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

Part A

Which conclusion is supported by the presentation?

- Ⓐ The New York parade is the largest of its kind.
- Ⓑ The huge balloons in a parade are difficult to control.
- Ⓒ Balloon wranglers have a harder job than others in the parade.
- Ⓓ The main reason people like the balloons is because of who they look like.

Part B

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

- Ⓐ Many balloons look like well-known cartoons.
- Ⓑ They have to walk the whole 2.5 miles of the parade.
- Ⓒ The giant parade moves through the streets of New York City.
- Ⓓ There are between fifty and seventy wranglers for every balloon.

Key: Part A: B

Part B: D

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

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

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

"One job of the balloon wranglers is to amuse the people in the crowd."

Which detail from the presentation **best** supports this idea?

- Ⓐ Balloon wranglers receive special training.
- Ⓑ Balloon wranglers have fun handling the balloons.
- Ⓒ Balloon wranglers make parts of the balloons move.
- Ⓓ Balloon wranglers will work no matter how bad the weather is.

Key: C

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

Item	Grade	Claim	Target	DOK	Standard(s)
#27	4	3	4	1	SL.2

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

The presentation gives information about the balloons used in the Thanksgiving parade in New York City as well as information about other parts of the parade. Complete the chart by clicking in the boxes next to the information column that match whether the information describes balloons or other parts of the parade.

	Balloons	Parade
Famous Characters	☐	☐
Funny Clowns	☐	☐
Long and Tall	☐	☐
Colorful Floats	☐	☐

Key: Balloons: Famous Characters, Long and Tall

Parade: Funny Clowns, Colorful Floats

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

Item	Grade	Claim	Target	DOK	Standard(s)
#28	4	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 the sky. Read the sentences from her report and the directions that follow.

It is a clear day in the summer. The sun shines brightly on your face. You lie down on the soft carpet of green grass and look up at the bright blue sky. Suddenly you ask yourself, "If air has no color, then what makes the sky blue?"

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

- ☐ "Sky High," a story about a boy who grows wings and flies high into the clouds to explore
- ☐ *Art from Above*, a book which gives directions on how to paint a picture of the Earth and sky
- ☐ *Pictures in the Sky*, a book which tells all about the different kinds of clouds and how they form
- ☐ *Science Far Above*, a book that gives information about how light rays change the way the sky looks
- ☐ *Summer Days, Summer Ways*, a book of fun things to do in the summer when you have nothing to do
- ☐ www.how_I_wonder.com, a website that explains kids' questions about how things happen in nature

Key: D, F

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

Item	Grade	Claim	Target	DOK	Standard(s)
#29	4	4	2	2	W.8

Evidence Statement
The student will interpret information from a text source to support a given purpose related to research tasks.

A student is writing a report about chipmunks. Read the sentences from a source and the directions that follow.

There are 25 kinds of chipmunks, 24 of which live in North America. Chipmunks can also be found in Northern Asia. Female chipmunks have at least one litter per year with four or five babies who stay in the nest for up to six weeks. They look like squirrels, their bushy-tailed cousins, but they are smaller. Chipmunks live in dens with two rooms. One room is a nest lined with leaves, and the second room is where they store their food of nuts, seeds, and grains. Chipmunks hibernate in cold weather, which means they spend most of the winter sleeping in their dens.

The parts of the student's report are shown below. In which part of the report would the facts from the source **best** fit?

- Ⓐ Part A: The Family of a Chipmunk
- Ⓑ Part B: The Food a Chipmunk Eats
- Ⓒ Part C: The Appearance of a Chipmunk
- Ⓓ Part D: The Places Where a Chipmunk Lives

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#30	4	4	4	2	W.9

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

A student is writing a research report about panda bears. He wrote an opinion in the report. Read the sentences from the report and the directions that follow.

A panda bear has black hair around its eyes, ears, nose and all across its tummy. The rest of its fur is white. A panda has a short, stubby tail. It has five claws and an extra finger, kind of like a thumb, that starts at its wrist bone. It uses this extra finger to grip and eat bamboo. Panda bears love to eat lots and lots of bamboo.

The student found another source about pandas. Choose **two** of the sentences from the source that support the student's opinion.

- ☐ A panda bear can climb trees.
- ☐ Panda bears live in the forest.
- ☐ Panda bears enjoy being alone.
- ☐ The panda mainly eats bamboo shoots.
- ☐ The panda has a thumb and five fingers.
- ☐ Panda bears can eat at least 20 pounds of bamboo a day.

Key: D, F

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

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide Grade 4 Performance Task

08/14/2019



Student Directions**Animals and Their Surroundings Informational
Performance Task****Task:**

Your school's science fair is taking place soon. Your class has decided to focus on doing science projects about animals. You become interested in learning more about where animals live. You have found three sources about this topic in the school library.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at several sources. You can look at any of the sources as often as you like.

Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1**Sources for Performance Task****Source #1**

You have found an article that describes how animals survive in different environments, the places where plants and animals live.

It's a Cold (Hot, Dry, Dark) Cruel World!

by Dawn Baertlein

Living creatures survive in all types of environments. Each environment creates different challenges for animals that live there. Some living creatures survive at the bottom of the sea where it is dark as night and very cold. Other plants and animals live in dry, hot environments. People can use tools like flashlights or

fans to help them survive. Animals and plants, however, must rely on nature to help them survive.

Near the South Pole, in Antarctica, it is very cold. It is usually about minus 57 degrees Fahrenheit. Water freezes at 32 degrees Fahrenheit, so Antarctica is much colder than ice. Scientists live at the South Pole, but they live in buildings with thick walls and heating. What do animals do?

Some animals have bodies that help them live in the cold. The icefish lives in water so cold that even in summer, chunks of ice continue to float in the water. How do icefish keep from freezing? The only way icefish can survive in this extreme environment is because they have a special substance in their blood that keeps ice crystals from forming inside their bodies.

Penguins have thick layers of fat or blubber to help them stay warm, but sometimes even that is not enough! Often penguins must rely on each other for survival. They cuddle up together as close as they can to share their body heat.

Another area that can be hard to live in is the dry, hot desert. People who live in the desert often wear special clothes to protect them from the heat. When they build homes they have air conditioners to keep them cool and to find water they dig wells that provide water from deep in the ground. How do animals survive in the hot, dry conditions?

Many desert animals come out only at night, when it's cool. Snakes, lizards, mice, and squirrels live in

burrows. During the day, they stay under the ground and out of the sun.

In the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn't fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. Then the water quickly flows away. The cactus has roots that spread out only inches below the surface of the soil. The roots are like a big sponge, soaking up rainwater fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.



An owl nests on a cactus in the desert

The ocean has very different challenges from those of the desert. The deepest parts of the ocean are very dark and cold because the sun's rays are unable to shine through all of the layers of water. Some of the very deepest parts of the ocean have thermal vents on the ocean floor that are like little volcanoes under the sea. The water coming out of the vents is very hot. Crabs survive at the bottom of the sea by scurrying around the vents looking for food.

Arctic chill, desert sun, and cold, pitch-dark ocean—these are difficult conditions that would be hard for people to survive. But nature gives plants and animals the ability to live almost anywhere.

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SeaWorld Parks and Entertainment (n.d.). Polar bears: behavior. Retrieved from <http://www.seaworld.org/animal-info/info-books/polar-bear/behavior.htm>

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Photo of owl on cactus (Image 1598R-10034017), copyright by SuperStock. Used by permission.

Source #2

You have found an article from *Appleseeds* magazine that describes how some animals build their homes.

Animal Architects

by Donna Henes

Everybody Needs a Home

Homes protect us from weather and keep us safe and comfortable. Animals are no exception.

Humans live in a wide variety of structures. Around the world, people have designed and built their homes to suit their particular needs and ways of life. Animals do the same.

In addition to making living places, people and animals both build other structures: bridges, dams, traps, and storage areas. These structures help people and animals survive.

People and animals both use different materials and methods for their constructions. They build with wood, weave with fibers and vines, dig into the earth, and mold out of mud.

From sky-high nests to elaborate [or fancy] tunnels, the amazing works of animal architects [or building designers] rival those of the greatest human engineers. Let's take a look at some.

Beavers build lodges along the banks of lakes and ponds. Using branches they chewed apart themselves, beavers begin by building a cone-shaped frame. Then they fill in the gaps with mud and leaves. The entrance

to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.

In addition to their lodges, beavers build dams. Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.

Termites build 20-foot-high mounds out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nurseries for "baby" termites, a special chamber for the king and queen, and even gardens. (A chamber is like a room.) . . .



An inside view of a termite mound

Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised "platforms" to keep them dry in case of flooding. Often, several burrows are connected, creating structures so huge they can actually be seen from space! . . .



A wombat coming out of its burrow

Bald eagles build massive nests, 4 to 5 feet across and 3 to 6 feet deep, high in tall trees. They use their beaks and amazingly strong talons [or claws] to break branches and twigs for nest material. Like beavers, eagles begin by building a stick frame. Then they weave in smaller branches and twigs for added strength and protection. Finally, eagles line their nests with grasses and other soft material to make them comfy. . . .

Take a look around you. [You may] find other examples of amazing animal architecture.

Sources Used

Henes, D. (2009). Animal architects. *Appleseeds*, 11(7), 16-18.

Photograph of termite mound (Image 4268R-11707), copyright by Superstock. Used by permission.

Photograph of wombat in burrow (Image 1889R-38764), copyright by SuperStock. Used by permission.

Source #3

You have found an article that discusses plants and animals that live in the same place. The article describes how these plants and animals depend on each other to stay alive.

Don't Step in that Ecosystem!¹

by Courtney Duke

The next time you go out, take a careful look around. Maybe you see a small pond. Plants might be growing in the pond, birds might take baths in it and, if you're lucky, the pond might even be a home to tadpoles.

Any place where plants and animals live and interact [work together] with nonliving things (like air, water, and soil) is called an ecosystem. The plants and animals in an ecosystem need each other to survive. It is important that there is a balance among all things in an ecosystem. A small change in any part of an ecosystem can have a big effect. For example, if the food that an animal eats can no longer be found, then that animal will either die or have to leave that ecosystem. When that animal is no longer a part of the ecosystem, then the rest of the living and nonliving parts of the ecosystem are affected because all parts of the ecosystem depend on each other.

All parts of an ecosystem are connected to each other. Think about an oak tree in the forest. It is a home to the bugs and birds that live in its bark and branches, and to the squirrels who make their nests in its trunk. The oak tree also provides food to other animals in the ecosystem. When its acorns are ripe, they fall to the forest floor. These rich nuts are good food for the mice and deer that eat them to fatten up for the winter.

Mice save the acorns so that they have food in the winter months, and in the spring, hawks swoop down looking for a mouse meal. In a way, the oak tree helps the hawk find its food. This is an example of how the plants and animals in an ecosystem work together in order to survive.

Now think of the ocean. Imagine diving into the deep blue water. Near the surface, you see a rocky ridge of coral called a coral reef. The reef is home to many plants and animals. For example, sea plants move back and forth in the current, and fish come to feed or to hide from other living things that can harm them. Coral reefs, in fact, are home to about one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals. The number and many different types of animals that depend upon coral reefs make them one of the most important ecosystems in the world.

There are many different kinds of ecosystems, and they can be very small like a pond or very big like a coral reef ecosystem. Ecosystems are everywhere.

¹ecosystem: an area where plants, animals, and other nonliving things live and depend on each other for survival

Sources Used

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Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	4	4	2	3	W-9	The student will locate information from multiple text sources to support a central idea or subtopic related to research.

2664



Source #1 discusses what some animals do to survive in their environment. Explain how the information in Source #2 adds to the reader's understanding of what some animals do to survive in their environment. Give **two** details from Source #2 to support your explanation.

Key Elements:

Source #2 (Animal Architects)

- Homes protect us from weather and keep us safe and comfortable. Animals are no exception.
- The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.
- Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.
- Besides living areas, these termite mounds have food storage areas, nurseries for “baby” termites, a special chamber for the king and queen, and even gardens.
- Inside wombat burrows, sleeping nests are built on raised “platforms” to keep them dry in case of flooding.
- Eagles line their nests with grasses and other soft material to make them comfy.

Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from the specified source that support this idea and that explain how each detail supports the idea.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from the specified source that support this idea but doesn't explain how

Continued on next page

each detail supports the idea.

OR

Response is an evidence-based explanation that provides only one piece of evidence from the specified source that supports this idea and that explains how that detail supports the idea.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) The information from Source #2 adds to the reader's understanding of what some animals do to survive in their environment by describing how some animals build their homes so that they are kept safe and comfortable. The beaver builds a dam that creates flooded areas. The beaver is then able to easily find food in these flooded areas. This is important because the way that a beaver builds its home allows it to also find food. Another example is that bald eagles line their nests with grasses and other soft materials. Eagles do this in order to make their nests more comfortable.

(1 point) The information from Source #2 adds to the reader's understanding of what some animals do to survive in their environment by describing how some animals build their homes so that they are kept safe and comfortable. The beaver builds a dam that creates flooded areas. The beaver is then able to easily find food in these flooded areas. This is important because the way that a beaver builds its home allows it to also find food.

(0 points) Different kinds of animals build different kinds of homes.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	4	4	4	3	W-8	The student will select evidence to support opinions based on evidence collected.

2666



Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: It's a Cold (Hot, Dry, Dark) Cruel World!	Source #2: Animal Architects	Source #3: Don't Step in that Ecosystem!
Some animals have developed special body features that help them survive in the place where they live.	☐	☐	☐
Animals and plants living together is important for their survival.	☐	☐	☐
Animals create environments where they are protected from the weather and kept safe and comfortable.	☐	☐	☐

Key Elements:

Some animals have developed special body features that help them survive in the place where they live:

1. Source #1

Animals and plants living together is important for their survival:

1. Source #3

Continued on next page

Animals create environments where they are protected from the weather and kept safe and comfortable:

1. Source #2

Rubric:

(1 point) 3 cells completed correctly

(0 points) Fewer than 3 cells completed correctly or blank

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	4	2	4	4	W-2b	The student will write full informational texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting evidence (from sources when appropriate to the assignment) and elaboration; and develop an appropriate conclusion related to the information or explanation presented.

2667



Student Directions

Animals and Their Surroundings Informational Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your informational article.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your pre-writing/planning as you write and then revise and edit your informational article.

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Organization/Purpose	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused: - controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas - effective introduction and conclusion - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused: - controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience - adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - adequate introduction and conclusion - adequate progression of ideas from beginning to end; adequate connections between and among ideas	The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus: - controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience - inconsistent use of transitional strategies and/or little variety - introduction or conclusion, if present, may be weak - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: - controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience - few or no transitional strategies are evident - introduction and/or conclusion may be missing - frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language: - comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific - clear citations or attribution to source material - effective use of a variety of elaborative techniques* - vocabulary is clearly appropriate for the audience and purpose - effective, appropriate style enhances content	The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language: - adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general - adequate use of citations or attribution to source material - adequate use of some elaborative techniques* - vocabulary is generally appropriate for the audience and purpose - generally appropriate style is evident	The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language: - some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied - weak use of citations or attribution to source material - weak or uneven use of elaborative techniques*; development may consist primarily of source summary - vocabulary use is uneven or somewhat ineffective for the audience and purpose - inconsistent or weak attempt to create appropriate style	The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing: - evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied - insufficient use of citations or attribution to source material - minimal, if any, use of elaborative techniques* - vocabulary is limited or ineffective for the audience and purpose - little or no evidence of appropriate style	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

**2-Point
Informational
Performance Task Writing Rubric (Grades 3–5)**

Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

Holistic Scoring:

- Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.