

Grade 4 English Language Arts Computer-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

Item Number	Answer Key	Total Points	Reporting Category	Standard						
1	C	1	Reading	1						
2	A	1	Reading	2						
3	B	1	Reading	1						
4	B	1	Reading	3						
5	C	1	Reading	1						
6	C	1	Language	4						
7	Part A: C Part B: C	2*	Reading	3						
8	Red-and-White Sock chosen as mayor cheerful with the others Sock Elders helpful for cleaning tired from lots of work	2*	Reading	3						
9	See Rubric	7	Writing Language	3,4 1,2,3						
10	C	1	Reading	6						
11	A	1	Reading	1						
12	D	1	Reading	5						
13	See Rubric	3	Reading	2						
14	D	1	Language	4						
15	Part A: D Part B: C	2*	Reading	3						
16	B	1	Reading	2						
17	C	1	Reading	5						
18	<table><tr><th>Figurative Language</th><th>Meaning</th></tr><tr><td>"unlock the door to Egypt's past" (paragraph 9)</td><td>solve the problem of understanding the hieroglyphs</td></tr><tr><td>"listened to the ancient voices" (paragraph 23)</td><td>imagined hearing the words of people who wrote the hieroglyphs</td></tr></table>	Figurative Language	Meaning	"unlock the door to Egypt's past" (paragraph 9)	solve the problem of understanding the hieroglyphs	"listened to the ancient voices" (paragraph 23)	imagined hearing the words of people who wrote the hieroglyphs	2*	Language	5
Figurative Language	Meaning									
"unlock the door to Egypt's past" (paragraph 9)	solve the problem of understanding the hieroglyphs									
"listened to the ancient voices" (paragraph 23)	imagined hearing the words of people who wrote the hieroglyphs									
19	See Rubric	7	Writing Language	2,4 1,2,3						

*For two-point items, partial credit may be given.

Scoring rubric for Grade 4 Practice Test Items #9 and #19: Essay

Idea Development	
• QUALITY AND DEVELOPMENT OF CENTRAL IDEA * • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING	
4	• Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	• Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	• Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing
1	• Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
0	• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

Standard English Conventions	
• SENTENCE STRUCTURE • GRAMMAR, USAGE, AND MECHANICS	
3	• Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
2	• Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	• Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	• Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.

Scoring rubric for Grade 4 Practice Test Item #13: Constructed Response

Score Point	Description
3	• Demonstrates full understanding of the reading material • Includes important and specific evidence/details for support
2	• Demonstrates partial understanding of the reading material • Includes some important evidence/details for support
1	• Demonstrates minimal understanding of the reading material • Includes little or no evidence/details for support
0	• Demonstrates no understanding of the reading material • Includes insufficient evidence/details for support