

Georgia
Milestones
Assessment System



Grade 4
English Language Arts and Mathematics
Item and Scoring Sampler
2015

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INTRODUCTION

The Georgia Milestones Grade 4 English Language Arts (ELA) EOG assessment and the Grade 4 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA) and mathematics. These assessments consist of a variety of item types including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the type of constructed-response items that appear on the operational Georgia Milestones Grade 4 ELA EOG assessment and the operational Georgia Milestones Grade 4 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in the sampler as a guide to score responses written by their own students.

ELA CONSTRUCTED-RESPONSE ITEM TYPES

The **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the EOG assessment, the **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to respond to a prompt based on a passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

The seven-point **extended writing-response** item requires the student to write an opinion piece or develop an informative/explanatory response. As part of the extended writing task in an actual Milestones assessment, the student must first read two passages and then respond to three selected-response items and one constructed-response item. All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. Two of the selected-response items address each of the passages separately. One selected-response item and the constructed-response item address both of the passages together. All four items contribute to the Reading and Vocabulary domain. These items are followed by the extended writing prompt, which requires the student to draw from reading experiences when writing the essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The extended writing task is worth up to seven points.

The extended writing task and the narrative constructed-response item are considered “on-demand writing in response to text.” Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Errors are not counted unless they permeate the response and impact or interfere with overall understanding.

MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

An **extended constructed-response** item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than does a two-point constructed-response item. The extended constructed-response items on the Mathematics EOG assessment are worth up to four points. Partial credit may be awarded if part of the response is correct.

ITEM ALIGNMENT

Each constructed-response item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

ITEM AND SCORING SAMPLER FORMAT

Sample constructed-response items are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each constructed-response item is the scoring guide for the constructed-response item. The scoring guide includes the item information table, the item-specific scoring guideline, and annotated sample student responses at each score point.

For mathematics items, each item-specific scoring guideline includes an exemplar as one possible correct response. Readers are trained to give credit to alternate valid responses.

The Georgia Milestones assessments may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:
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Grade 4

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

PASSAGE 1

He Played Guitar

My mother spoke of Uncle Ted
Just the other day.
He used to come to visit us
Before he moved away.

He is my favorite uncle,
With smiling, sparkling eyes.
He draws me funny pictures
And sneaks me candy on the side.

His laugh is deep as thunder,
But it does not frighten me.
I know his heart is made of gold,
And he wouldn't hurt a flea.

He would come for lunch on Sunday
And when the dishes were finally done,
He would take out his guitar and ask,
"Which tune will be the one?"

He meant he wanted a request,
A song we'd like to hear,
For Uncle Ted could play any song,
From any singer or any year.

As his fingers swiftly plucked away,
I would try to sing along.
He would smile and give a wink,
Even if my words were wrong.

Sometimes he would be brave
And make up a song of his own.
All the right words would rhyme,
And he'd create a lively tone.

So I feel a little sad inside
When my mom says his name.
I miss his songs, smiles, and winks,
And his candy-sneaking game.

I'd really like to see Uncle Ted,
But it may be quite some time.
Till then I'll recall the fun we had
With his guitar, songs, and rhyme.

CONSTRUCTED-RESPONSE ITEM

ELAGSE4.RL.3



1. Describe how the speaker feels about Uncle Ted. What ideas from the poem support how the speaker feels?

Use details from the poem to support your answer. **Type your answer in the space provided.**

Scoring Guide

#1 Item Information

<p>Standard: ELAGSE4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to identify and describe in depth a speaker’s feelings in a poem • Includes specific examples/details that make clear reference to the text • Adequately identifies and describes in depth a speaker’s feelings in a poem, drawing on specific details in the text with clearly relevant information <p>The response: <i>Describes the speaker’s feelings about Uncle Ted (e.g., the speaker loves his Uncle Ted, how he makes everything fun) and provides text-based details to support the description (e.g., plays songs on his guitar, draws pictures, sneaks candy).</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to identify and describe in depth a speaker’s feelings in a poem • Includes limited examples/details that make clear reference to the text • Identifies and describes a speaker’s feelings in a poem with limited information based on the text
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to identify and describe in depth a speaker’s feelings in a poem

STUDENT RESPONSES

ELAGSE4.RL.3

Response Score: 2 points



1. Describe how the speaker feels about Uncle Ted. What ideas from the poem support how the speaker feels?

Use details from the poem to support your answer. **Type your answer in the space provided.**

He likes his Uncle Ted because he gives him candy and draws him pictures. He likes to sing with his Uncle Ted. Now all he can do is remember the fun that they used to have. He misses his Uncle Ted.

The student provides sufficient evidence of the ability to understand the poem and describe the speaker's feelings about Uncle Ted. The student correctly concludes that the speaker was fond of his uncle ("*He likes his Uncle Ted*") and gives specific examples why ("*He gives him candy and draws him pictures,*" "*He likes to sing with his Uncle Ted*"). The student also correctly identifies how the speaker feels now that his uncle has moved away ("*misses his Uncle Ted*").

ELAGSE4.RL.3

Response Score: 1 point



1. Describe how the speaker feels about Uncle Ted. What ideas from the poem support how the speaker feels?

Use details from the poem to support your answer. **Type your answer in the space provided.**

The uncle does not live there anymore. The child misses him and is sad that he moved away because he gave him candy and would smile at him.

The student provides limited evidence of the ability to understand the poem and describe the speaker's feelings about Uncle Ted. The student does understand certain elements from the poem ("*uncle does not live there anymore,*" "*child misses him . . . he gave him candy*"). However, the brief response omits all of the information about the playing of the guitar and singing songs together that was the focus of the poem and the speaker's thoughts about Uncle Ted. Therefore, the response receives only partial credit.

ELAGSE4.RL.3

Response Score: 0 points



1. Describe how the speaker feels about Uncle Ted. What ideas from the poem support how the speaker feels?

Use details from the poem to support your answer. **Type your answer in the space provided.**

Uncle Ted has moved away. He would play the guitar and sing songs.

The student response lacks evidence of understanding of the poem and the speaker's feelings about Uncle Ted. Although there are statements in the response that are based on the poem ("*Uncle Ted has moved away;*" "*He would play the guitar and sing songs*") such information is not relevant to what the student is being asked. Therefore, the student does not receive any credit for this response.

CONSTRUCTED-RESPONSE ITEM

ELAGSE4.W.3



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

Scoring Guide

#2 Item Information

<p>Standard: ELAGSE4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Provides a sense of closure that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order • Provides a minimal or no sense of closure • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning

ENGLISH LANGUAGE ARTS

0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none">• Blank• Copied• Too Limited to Score/Illegible/Incomprehensible• Non-English/Foreign Language• Off Topic/Off Task/Offensive
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STUDENT RESPONSES

ELAGSE4.W.3

Response Score: 4 points



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

I heard a knock at the door. My Uncle Ted was standing there with a smile, a guitar, and a big red box. He handed me the box and yelled Happy Birthday! I had missed him so much since he moved away. As soon as he walked into the house, I put my present down and ran into Uncle Teds arms. He always gave great hugs.

I asked him to sing me a song. He started playing his guitar and began singing away. He made up the song as he was singing it. He sang about traveling and missing his family. He said that he couldn't wait to come home and see all of us. His voice went high and it went low. He stomped his foot to keep the beat.

When he finished we all stood up and claped. After dinner I opened the present from Uncle Ted. It was my own guitar! Uncle Ted smiled and gave me a wink. It was the best day ever.

The student effectively writes a complete narrative essay that flows naturally from beginning to end without gaps and uses information from the poem in a consistent manner.

The student establishes a situation (an uncle returning home for a child's birthday) and characters (Uncle Ted, the child/first-person narrator). The developed characters are true to those from the poem (Uncle Ted's smile, wink, and ability to play guitar and ad lib).

The essay provides a clear beginning (Uncle Ted arrives at the door), middle (Uncle Ted sings a song), and ending (opening the present, *"It was the best day ever"*). The action builds naturally, using inspiration from the poem (guitar, singing) blended with the student's imagination (the gift).

The writing uses a variety of words (*"traveling," "stomped"*) with some variety of sentence structure (*"As soon as he walked into the house, I put my present down and ran into Uncle Teds arms," "My Uncle Ted was standing there with a smile, a guitar, and a big red box"*).

The few errors present in usage and conventions (*"Uncle Teds"* instead of Uncle Ted's, misspelling *"clapped"*) do not interfere with the meaning.

ELAGSE4.W.3

Response Score: 3 points

2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Write your answer on the lines on your answer document.**

The boy was walking to the store with his mother when he saw Uncle Ted's truck. "Mom, that looks like the truck that Uncle Ted drives," he said. His mother took a look in the back seat and recognized his guitar. The boy yelled "I see him," and pointed to his uncle standing by the Walmart store with two huge bags of candy. His mother waved her hands in the air and called out Ted's name. Ted looked around and finally saw his sister and nephew. He walked over and gave them both a big hug. "I didn't know you were coming back," said the mother. Uncle Ted said "I wanted it to be a surprise. That reminds me..." Uncle Ted told them to close their eyes. He went to his truck and opened the door. He made sure they were keeping their eyes shut. "No peeking," said Uncle Ted. "Ok, open them up." The mother and son opened their eyes and saw the cutest puppy. "I call him Digger," said Uncle Ted. "All this puppy wants to do is dig holes," said Uncle Ted. Uncle Ted gave his nephew the puppy. The puppy sniffed the boy's face and then licked him.

The student writes a complete narrative essay about a boy seeing his uncle again after an absence, as inspired by the poem.

The student introduces characters (the boy, his mother, Uncle Ted, a puppy) and uses a third-person narrator.

The story has a beginning ("*The boy was walking to the store with his mother*") , middle (the boy sees the truck and Uncle Ted, the family hugs, Ted shows them the puppy), and ending ("*Uncle Ted gave his nephew the puppy. The puppy snifed the boy's face and then licked him*"). While the events generally develop in a logical fashion, some elements are less clear (Why is Uncle Ted just standing outside of Walmart if he has already bought his bags of candy, Why does he have difficulty noticing his family if they are standing by his truck).

Information from the poem is used but not always integrated well (candy is not mentioned other than buying two bags full, and the guitar is used to confirm it is Uncle Ted's truck, but there is no other reference to music, a central theme of the poem). Uncle Ted's generosity to his nephew is consistent, and while other elements of his personality may not be directly borrowed from the poem, the two versions of Uncle Ted are not contrary.

The story includes some variety of word choice (*recognized, peeking, snifed*).

The student uses dialogue to advance the plot ("*I see him,*" "*I didn't know you were coming back,*" "*I wanted it to be a surprise*").

The relatively few errors do not interfere with meaning ("*Uncel,*" "*snifed*").

ELAGSE4.W.3

Response Score: 2 points



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

I saw Uncle Ted in disney world. He brought his guitar wit him. In Disneyworld we went on lots of rides. I got to meet some cartoon characters and take picture. It was fun. My uncle sat with me on the rides. At night my uncle played his guitar. We made up songs. I used the taborine he bring. We stayed up late at night, "bet you will fall asleep before me," I said to Uncle Ted. We went swimming lots because it was hot. My uncle keep his hat on in the pool. I was sad when we say good bye.

The student has written a narrative essay with the poem as a stimulus about a child and uncle, but the story feels incomplete.

We are introduced to two characters, Uncle Ted and a first-person narrator. The narrative includes an opening ("I saw Uncle Ted in disney world") and ending ("I was sad when we say good bye"), but the middle is a list of events that jump between unfinished ideas ("He brought his guitar," "we went on lots of rides," "I got to meet some cartoon characters," "My uncle sat with me on the rides") with no sense of organization. The reader senses that there are huge holes caused by omissions from the story.

The story includes a guitar and making up songs, both of which figured heavily in the poem, but they are just two thoughts among several in the narrative and are not well integrated.

While the structure of most of the sentences is basic, the student does include one line of dialogue ("bet you will fall asleep before me").

There are a variety of errors in usage/conventions (capitalization: "disney world," "bet;" spelling: "wit," "taborine;" usage: "bring" for brought, "keep" for kept, "say" for said) that slow the meaning.

ELAGSE4.W.3

Response Score: 1 point



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

Uncle Ted comes back home. He comes home to see me. When he is at my home we do some stuff. That stuff we do takes a good long time. "uncle that is my Lego, give it back!" is what I yell. He just laughs. When we are done we eat a snack. We like to eat cookie and pop. I fill up my belly until I cant eat no more. Uncle Ted moved once, that is why he at my house today. He moved out of my house into someplace els. After eating we get bored. I give him a hug.

The student's response provides little evidence of an ability to write a narrative essay.

The story introduces two characters (Uncle Ted and a first-person narrator). Neither is developed to the extent that we get a sense of the person.

The narrative has an abrupt opening ("*Uncle Ted comes back home*"), a disorganized middle ("*we do some stuff*," "*that is my Lego*," "*we eat a snack*," "*we get bored*"), and the final sentence ("*I give him a hug*") doesn't pass for a suitable ending. Much of the story is confusing, so the reader is left to guess what, if anything, has happened, outside of the narrator and Uncle Ted spending time together.

The student references the information from the poem when writing, "*Uncle Ted moved once . . .*". In that portion, it reads more like explanation than narrative. Beyond that, there is no connection to the poem.

The words used are basic and general ("*some stuff*," "*someplace els*"), giving the reader at best a vague sense of what is happening. The student attempts to use dialogue ("*uncle that is my Lego, give it back*") but it merely adds to the confusion.

There is a variety of convention/usage errors present that, for the most part, do not interfere with meaning.

PASSAGE 2

The Benefits of Healthy Eating

You have just come home from school. You are hungry and maybe a little tired too. You reach for a candy bar or a bag of caramel corn. You may think that you are satisfying your hunger and giving yourself an energy boost, but are you really? Eating sugary and fatty foods such as candy and caramel corn may not really be giving you the energy you are looking for. You might want to make a more healthy choice next time.

There are many good reasons for healthy eating. Healthy eating is not just a diet used by people for a short period of time to help them lose weight. Healthy eating should last forever. It should include foods from each food group and should not include too much sugar or fat.

The foods that we eat give our bodies the fuel that we need to live. Eating healthy foods makes people feel better. It gives people more energy. Sugary and fatty foods, on the other hand, actually make our energy drop. Eating healthy foods can even help us feel calmer, and people who are calmer are often in better moods and happier.

Healthy eating can help make our bodies stronger too. Many dairy foods and dark green vegetables have calcium. Calcium helps build strong bones and teeth. Our brains can also stay strong through healthy eating. Healthy foods can improve blood flow to the brain. Good blood flow helps protect the brain and keep it strong. People can even save money by eating healthy foods! These kinds of foods are often more filling, so people eat less. Eating less food leads to less money spent on groceries. People who eat these foods are also healthier, so they have fewer medical bills.

People who eat healthy foods usually live longer too. Some illnesses such as heart disease and high blood pressure can sometimes be avoided by healthy eating. That might be the best benefit of all!

PASSAGE 3

The Benefits of Exercising

Emily said she was tired after running at recess. Emily's teacher, Ms. Cooper, said that she should exercise more. This might not seem to make sense, but Ms. Cooper explained that exercise can improve the body's staying power. The heart and lungs get stronger when people exercise. A strong heart and strong lungs give the body more energy. More energy is one benefit of exercise.

People who exercise have stronger bodies. Exercise improves the muscles and bones. For example, running and doing push-ups can build strong muscles. Lifting weights can make bones stronger. Exercise can also make our bodies more flexible and move more easily. A flexible body can move without pain. This makes it easier to do things such as bending over or tying your shoes. "Toe touches" is an exercise that can make the body more flexible.

Exercise helps people fight disease too. It helps the blood flow through the body. Better blood flow lowers the chance of heart disease. Studies show that diseases such as stroke, diabetes, and some cancers are less common in people who exercise. People without these diseases usually live longer.

Exercise may also help people sleep better. Exercise helps some people fall asleep faster. It can also help people wake up less often during the night.

Some experts believe that exercise may also help the brain remember and learn new things. Exercise helps stimulate, or stir up, the brain. This helps people feel calmer and happier.

It's not hard to work exercise into your life. You can walk up the stairs instead of using the elevator. You can walk to school instead of riding the bus. There are many things we can do to add exercise to our lives.

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the authors’ message/claim/point/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the texts • Adequately explains the authors’ message/claim/point/central idea or explanation with clearly relevant information based on the texts <p>The response: <i>Identifies the main points of each passage, which state how food and exercise can keep people healthy (passage 1 addresses foods that prevent disease and passage 2 addresses how exercise enhances the body’s circulation). The response gives specific examples to support the authors’ messages (e.g., gives energy, happier, better moods, and stronger bones; builds muscles and endurance and prevents disease).</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the authors’ message/claim/point/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the texts • Explains the authors’ message/claim/point/central idea or explanation with vague/limited information based on the texts
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the authors’ message/claim/point/central idea, or to explain the support for a central idea

STUDENT RESPONSES

ELAGSE4.RI.9

Response Score: 2 points

3. How do eating healthy foods and exercising help people stay strong and healthy?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

If you exercise a lot then your blood flow is faster and it helps you live longer. Eating healthy foods also decreases the risk of diobeates, heart attack, stroke, and it helps you sleep better. Exercise also helps you not wake up in the middle of the night. If you eat healthy and exercise a lot, you will live longer! So all I can say is exercise and eat healthy.

The student provides sufficient evidence of the ability to explain the support of a central idea.

The response includes specific details to support this idea, using material from both "The Benefits of Healthy Eating" ("*decreases the risk of diobeates, heart attack, stroke*" and "*it helps you sleep better*") and "The Benefits of Exercising" ("*blood is flow faster*" and "*helps you live longer*").

ELAGSE4.RI.9

Response Score: 1 point

3. How do eating healthy foods and exercising help people stay strong and healthy?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Helthy food and exercising both help people. Eating helthy food helps people be colm and happy. Exercising helps make your body stronger. This is how eating helthy foods and exercising helps people.

The student provides limited evidence of the ability to explain the support for a central idea.

The limited examples from the passages are general ("*helps peaple be colm and happy,*" "*make your body stronger*").

ELAGSE4.RI.9

Response Score: 0 points

3. How do eating healthy foods and exercising help people stay strong and healthy?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Eating healthy food and exercising help people stay strong and healthy because it keep you and the right shape and not all fat.

The student gives no evidence of the ability to explain the support for a central idea.

Beyond echoing the prompt, the vague details provided are not from the passages (*"it keep you and the right shape and not all fat"*).

You have read “The Benefits of Healthy Eating” and “The Benefits of Exercising” and have answered some questions about what you have read. Now write your opinion piece on your answer document.

Writing Task

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in the two passages. Then write an essay that gives your opinion about whether healthy eating or exercising is more important for people.

Be sure to use information from BOTH passages in your opinion essay. **Write your answer on the lines on your answer document.**

Before you write, be sure to

- think about ideas, facts, definitions, details, and other information and examples you want to use;
- think about how you will introduce your topic and what the main topic will be for each paragraph;
- develop your ideas clearly and use your own words, except when quoting directly from the passages;
- identify the passages by title or number when using details or facts directly from the passages; and
- use scratch paper if needed.

Now write your opinion essay on your answer document. Be sure to

- introduce your opinion;
- support your opinion with reasons and details from the passages;
- give your reasons and details in a clear order;
- use words, phrases, and clauses to connect your ideas;
- use clear language and vocabulary;
- have a strong conclusion that supports your opinion; and
- check your work for correct usage, grammar, spelling, capitalization, and punctuation.

CONSTRUCTED-RESPONSE ITEM

ELAGSE4.W.1

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in the two passages. Then write an essay that gives your opinion about whether healthy eating or exercising is more important for people.

Be sure to use information from BOTH passages in your opinion essay. **Write your answer on the lines on your answer document.**

Scoring Guide

#4 Item Information

<p>Standard: ELAGSE4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

Writing Trait	Score	Description
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure that logically groups ideas and reasons to support the writer’s purpose • Provides clear reasons that are supported by facts and details • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section related to the opinion presented
	3	<p><i>The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure that groups ideas and reasons to support the writer’s purpose • Provides reasons that are supported by facts • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section related to the opinion presented
	2	<p><i>The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that are sometimes supported by facts • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section that may not be related to the opinion
	1	<p><i>The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons that are supported by facts • May not use any linking words to connect opinions and reasons • Provides a minimal or no concluding statement or section
	0	<p><i>The student’s response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Opinion Genre

Writing Trait	Score	Description
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELAGSE4.W.1

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in the two passages. Then write an essay that gives your opinion about whether healthy eating or exercising is more important for people.

Be sure to use information from BOTH passages in your opinion essay. **Write your answer on the lines on your answer document.**

Have you ever really thought of the real benefits of eating healthy? Well here are 3 good reasons you should. You will have better moods. Eating healthy food helps your body fight off diseases. Plus eating healthy helps you save money. Want to learn more then READ ON!!!

Eating healthy helps you have better moods along with exercising 60 minutes a day. Eating healthy makes you feel so much calmer, so you will be ready to have fun. Plus you won't be in a bad mood all day, and waste another day of beautiful life. Eating healthy also makes you happy and being in a good mood means you will be ready to play a respectful game of 4 square.

Eating healthy also helps your body fight of diseases. Eating healthy prevents Diabetes. Eating right also prevents heart disease. Eating healthy also fights cancer. As you can see eating healthy makes you as healthy as a horse.

Last but not least eating healthy saves you money. Eating healthy means you will be full more often so you can spend less money on grocery and instead buy some new cloths. Eating healthy also helps you spend less money on medical bills because eating healthy prevents from being sick. Also you won't have to spin all your money on pills because eating healthy prevents you from being sick.

In conclusion eating healthy helps you feel better and save better. Eating healthy also helps you live longer and live better. If you want be happy for the rest of your life take my advice and eat healthy.

The student has provided a well-developed essay that supports the student's opinion that it is important to eat healthy.

The topic is effectively introduced by engaging the reader and clearly stating the student's opinion: (*"Have you ever really thought of the real benefits of eating healthy? Well here are 3 good reasons you should"*).

The three reasons listed (improving mood, preventing diseases, saving money) are then developed using facts and details from the passage, "The Benefits of Healthy Eating," paired with original ideas (healthy eating *"makes you . . . calmer," "ready to play a respectful game of 4 square," "prevents Dabetes . . . heart disease . . . cancer," "makes you as healthy as a horse," "means you will be full more often . . . spend less money on grocery and instead buy some new cloths"*).

The student provides a strong concluding statement (*"If you want be happy for the rest o your life take my advice and eat healthy"*).

The response demonstrates full command of language usage and conventions. Clear and complete sentences are used, with some variety, although the student begins many sentences with the same phrase (*"Eating healthy"*). Knowledge of language and its conventions is demonstrated in correct capitalization (except for *"Dabetes"*), subject/verb agreement, and use of punctuation for emphasis. The response has minor errors in usage and conventions with no significant effect on meaning.

ELAGSE4.W.1

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in the two passages. Then write an essay that gives your opinion about whether healthy eating or exercising is more important for people.

Be sure to use information from BOTH passages in your opinion essay. **Type your answer in the space provided.**

In my opinion I think exercising is more important than eating healthy foods.

First, exercising can make you live longer. Exercising prevents stroke, heart disease, diabetes, and some cancers. People without those diseases can live longer.

Next, if you can't go to sleep then try exercising. Exercising helps people go to sleep faster and wake up less during the night.

Third, exercising makes your body more flexible. It makes it easier to bend over and tie your shoe. Doing "toe touches" also makes your body more flexible.

Finally, exercising makes you stronger. Doing sit-ups, push ups, and lifting weights makes you strong and improves bones.

That's why I think exercising is more important than eating healthy foods.

The student has provided an essay in support of the opinion that exercising is more important than eating healthy.

After a brief introduction that simply states the student's position, the response covers each of four ideas in turn (living longer, then sleep benefits, then flexibility, and finally strength). The reasons are supported by facts from the passage "The Benefits of Exercising" ("*exercising can make you live longer*," "*pervents stroke, heart disease, dibeatis, and some cancers*"; "*exercising makes your body more flexible. It make's it easier to bend over and tie your shoe*"). Support for each reason is limited to a single fact.

The simple concluding statement does not add to the response ("*That's why I think exercising is more important than eating heathy foods*").

The response demonstrates full command of language usage and conventions. Sentence structure is clear and complete, with appropriate range and variety ("*Next, if you can't go to sleep then try exercising*"). Together with subject/verb agreement and correct capitalization and punctuation, the response shows knowledge of language and conventions when writing. Errors present in usage and conventions do not interfere with meaning (misspellings: "*heathy*," "*pervents*," "*dibeatis*," "*make's*").

ELAGSE4.W.1

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in the two passages. Then write an essay that gives your opinion about whether healthy eating or exercising is more important for people.

Be sure to use information from BOTH passages in your opinion essay. **Write your answer on the lines on your answer document.**

I think that exerising could make you healthier why you min't ask. Well for one it can help get you lungs and heart stronger. For aother exsample it can get your energy out and up. For the last exsample exerising can help you feel young and powerful also it can stop cancer. That's why I think exerising is a better chocie than eating healthy foods.

The student provides an essay that attempts to support his/her opinion ("I think that exerising could make you healthier").

After a brief introduction that states the student's position and tries to engage the reader ("why you min't ask"), the response lists four ideas that consist of a single statement without further development (exercising can "help get you lungs and heart stronger," "get your energy out and up," "stop cancer").

The simple concluding statement does not add to the response ("That's why I think exerising is a better chocie than eating healthy foods").

The response demonstrates limited command of language usage and conventions. The relatively brief essay includes two run-on sentences ("I think that exerising could make you healthier why you min't ask"; "For the last exsample exerising can help you feel young and powerful also it can stop cancer").

ELAGSE4.W.1

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in the two passages. Then write an essay that gives your opinion about whether healthy eating or exercising is more important for people.

Be sure to use information from BOTH passages in your opinion essay. **Type your answer in the space provided.**

Well I know this is a Fact Because wate theirr saying to me sownes right and I know it is right Becuse Beang Healthy helps you grow helps your Bones and your musels your Bran and your waight some times two. But thairs more But I Just cant think of more But thanks Fore reading.

The student has provided a response that does not state an opinion regarding the relative benefits of eating healthy and exercise.

The student provides some statements why exercise and healthy eating are beneficial ("*Beang Healthy helps you grow helps your Bones and your musels your Bran and your waight some times two*"), but the ideas are unclear and unorganized. The response ends with a concluding statement unrelated to the topic ("*But I Just cant think of more But thanks Fore reading*").

The response shows little knowledge of language and its conventions when writing, with numerous errors in a brief response. The response has frequent errors in usage and conventions that interfere with meaning (frequent incorrect capitalization: "*Fact*," "*Because*," "*Healthy*," "*Bones*"; misspellings: "*wate*," "*sownes*," "*Beang*," "*musels*"; and confuses similar words: "*theirr*" for "*they're*," "*two*" for "*too*").

NO TEST MATERIAL
ON THIS PAGE

Grade 4
MATHEMATICS
Sample Constructed-Response Items

CONSTRUCTED-RESPONSE ITEM

MGSE4.MD.1b



5. Cameron studies screech owls. He captures five owls, records their wingspans, and releases them. The wingspans of the five owls are shown.

Owl	Wingspan
1	60 cm
2	510 mm
3	0.52 m
4	48 cm
5	0.62 m

Part A: What is the wingspan of owl 3, in centimeters? **Type your answer in the space provided.**

Part B: Which owls that Cameron captured have a wingspan greater than 55 centimeters? **Type your answers in the space provided.**

Scoring Guide

#5 Item Information

<p>Standard: MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. b. Express larger units in terms of smaller units within the same measurement system.</p>	<p>Item Depth of Knowledge: 2 Basic Application of Skill/Concept Student uses information, conceptual knowledge, and procedures.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score Point	Rationale
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying the wingspan of owl 3 in centimeters and identifying the 2 owls with wingspans greater than 55 centimeters.</p> <p><i>Exemplar Response:</i> 52 centimeters (1 point) <u>AND</u> Owl 1 and Owl 5 (1 point) <u>OR</u> Other valid response</p>
1	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of relative sizes of measurement units.</p>

STUDENT RESPONSES

MGSE4.MD.1b

Response Score: 2



5. Cameron studies screech owls. He captures five owls, records their wingspans, and releases them. The wingspans of the five owls are shown.

Owl	Wingspan
1	60 cm
2	510 mm
3	0.52 m
4	48 cm
5	0.62 m

Part A: What is the wingspan of owl 3, in centimeters? **Type your answer in the space provided.**

Part B: Which owls that Cameron captured have a wingspan greater than 55 centimeters? **Type your answers in the space provided.**

52

1 and 5

Response demonstrates a complete understanding of knowing relative sizes of measurement units within one system of units. The student correctly converts 0.52 m to 52 cm and correctly identifies the 2 owls that have wingspans greater than 55.

MGSE4.MD.1b

Response Score: 1

5. Cameron studies screech owls. He captures five owls, records their wingspans, and releases them. The wingspans of the five owls are shown.

Owl	Wingspan
1	60 cm
2	510 mm
3	0.52 m
4	48 cm
5	0.62 m

Part A: What is the wingspan of owl 3, in centimeters? Write your answer in the space provided on your answer document.

Part B: Which owls that Cameron captured have a wingspan greater than 55 centimeters? Write your answers in the space provided on your answer document.

Owl 3 has a wingspan of 52 cm.

Owl 1, Owl 2 and Owl 5 have wingspans of over 55 cm

Response demonstrates partial understanding of knowing relative sizes of measurement units within one system of units. The student correctly converts 0.52 m to 52 cm. The student correctly identifies the 2 owls that have wingspans greater than 55 cm, but the student also incorrectly identifies owl 2 as having a wingspan greater than 55 cm.

MGSE4.MD.1b

Response Score: 0



5. Cameron studies screech owls. He captures five owls, records their wingspans, and releases them. The wingspans of the five owls are shown.

Owl	Wingspan
1	60 cm
2	510 mm
3	0.52 m
4	48 cm
5	0.62 m

Part A: What is the wingspan of owl 3, in centimeters? **Type your answer in the space provided.**

Part B: Which owls that Cameron captured have a wingspan greater than 55 centimeters? **Type your answers in the space provided.**

Owl 3 is .052cm

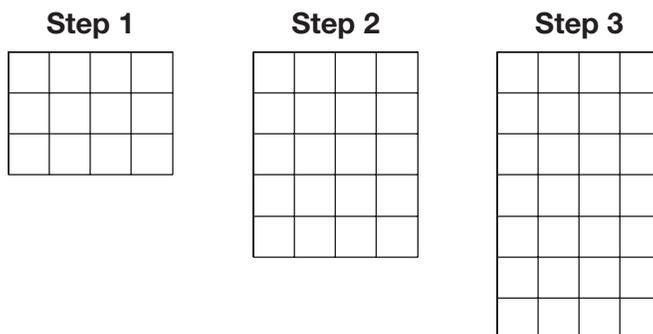
Owl 1 is the only one above 55 cm

Response demonstrates limited to no understanding of knowing relative sizes of measurement units within one system of units. For Part A, the student converts incorrectly. For Part B, the student identifies the owl listed at 60 cm as being greater than 55 cm, but the student possibly does not realize the need to convert the other measurements to cm or does so incorrectly.

CONSTRUCTED-RESPONSE ITEM

MCC4.OA.5

6. Look at the shape pattern.



The rule of this pattern is to start with 12 squares and add 8 squares.

Part A: How many squares are in Step 4? **Write your answer in the space provided on your answer document.**

Part B: Will the total number of squares in Step 7 be odd or even? Explain your reasoning. **Write your answer in the space provided on your answer document.**

MATHEMATICS

A new pattern starts with 7 and adds 5.

7, _____, _____, _____ ...

Part C: What numbers belong in the blank spaces to complete this pattern? **Write your answer in the space provided on your answer document.**

7, _____, _____, _____ ...

Part D: Will the next number in the pattern be even or odd? Explain your reasoning. **Write your answer in the space provided on your answer document.**

<hr/> <hr/> <hr/> <hr/> <hr/>

Scoring Guide

#6 Item Information

<p>Standard: MCC4.OA.5</p> <p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the pattern will continue to develop in this way. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.</p>	<p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

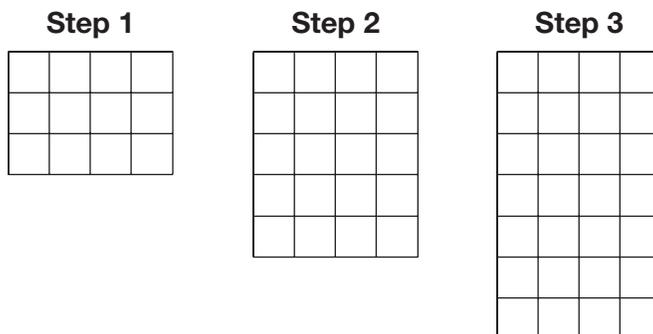
Score Point	Rationale
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly identifying that there are 36 squares in step 4; correctly explaining why the total number of squares is always even; correctly completing the pattern with the numbers 12, 17, and 22; and correctly explaining why the next number in the pattern is odd.</p> <p>Exemplar Response:</p> <p style="padding-left: 20px;">Part A: 36 (1 point)</p> <p style="padding-left: 20px;">Part B: The total number of squares is always even because the start number is even and you add 8 each time. Even plus even is always even. (1 point)</p> <p style="padding-left: 20px;">Part C: 12, 17, 22 (1 point)</p> <p style="padding-left: 20px;">Part D: The start number is odd and we add an odd number. The pattern starts odd, even, odd, even, odd. (1 point)</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 20px;">Other valid response</p>
3	<p>Response demonstrates nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.</p>
2	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.</p>
1	<p>Response demonstrates minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of generating a number or shape pattern that follows a given rule or identifying apparent features of the pattern that were not explicit in the rule itself.</p>

STUDENT RESPONSES

MCC4.OA.5

Response Score: 4

6. Look at the shape pattern.



The rule of this pattern is to start with 12 squares and add 8 squares.

Part A: How many squares are in Step 4? Write your answer in the space provided on your answer document.

Part B: Will the total number of squares in Step 7 be odd or even? Explain your reasoning. Write your answer in the space provided on your answer document.

A: 36

B: Even because when you add an even number to an even number it will always be even

MATHEMATICS

A new pattern starts with 7 and adds 5.

7, _____, _____, _____ ...

Part C: What numbers belong in the blank spaces to complete this pattern? **Write your answer in the space provided on your answer document.**

7, 12, 17, 22 ...

Part D: Will the next number in the pattern be even or odd? Explain your reasoning. **Write your answer in the space provided on your answer document.**

D: odd because $22 + 5 = 27$ which is odd

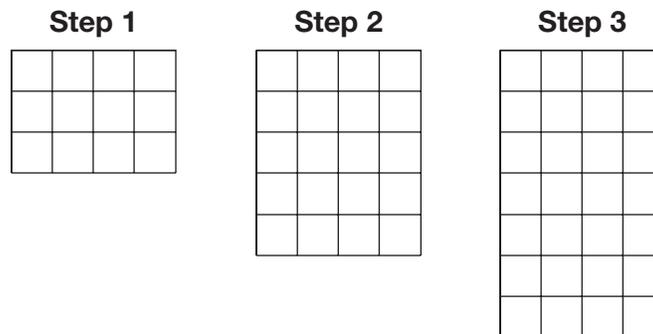
Response demonstrates a complete understanding of generating a number or shape pattern that follows a given rule and identifying apparent features of the pattern that were not explicit in the rule itself. The student has correctly identified the number of squares in the next step in Part A. In Part B, the student has correctly identified that the number of squares in Step 7 will be even and provided a correct explanation. In Part C, the student has correctly followed the given rule and provided the next numbers in the pattern. In Part D, the student has correctly identified that the next number in the pattern will be odd and provided a correct explanation.

MCC4.OA.5

Response Score: 3



6. Look at the shape pattern.



The rule of this pattern is to start with 12 squares and add 8 squares.

Part A: How many squares are in Step 4? **Type your answer in the space provided.**

Part B: Will the total number of squares in Step 7 be odd or even? Explain your reasoning. **Type your answer in the space provided.**

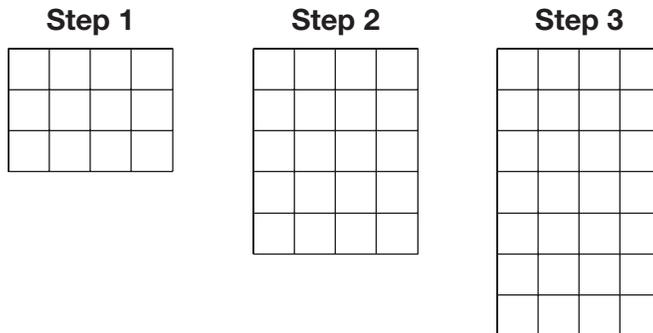
36
▼

Odd...its always odd
▲

MCC4.OA.5

Response Score: 2

6. Look at the shape pattern.



The rule of this pattern is to start with 12 squares and add 8 squares.

Part A: How many squares are in Step 4? Write your answer in the space provided on your answer document.

Part B: Will the total number of squares in Step 7 be odd or even? Explain your reasoning. Write your answer in the space provided on your answer document.

A-36

B-EVEN

MATHEMATICS

A new pattern starts with 7 and adds 5.

7, _____, _____, _____ ...

Part C: What numbers belong in the blank spaces to complete this pattern? **Write your answer in the space provided on your answer document.**

7, 12, 18, 24 ...

Part D: Will the next number in the pattern be even or odd? Explain your reasoning. **Write your answer in the space provided on your answer document.**

D- Odd $24 + 5 = 29$ and 29 is odd

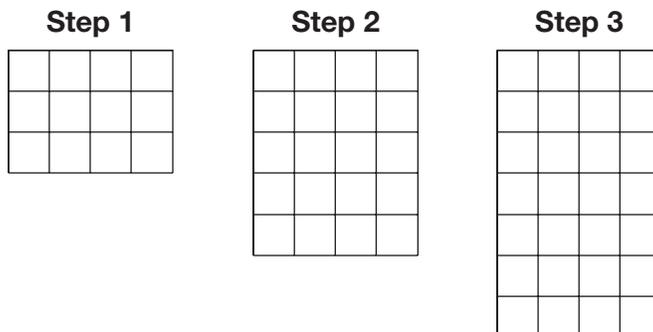
Response demonstrates partial understanding of generating a number or shape pattern that follows a given rule and identifying apparent features of the pattern that were not explicit in the rule itself. The student has correctly identified the number of squares in the next step in Part A. In Part B, the student has correctly identified that the number of squares in Step 7 will be even but failed to provide an explanation. In Part C, the student has correctly followed the given rule and provided the second number in the pattern but does not apply the pattern correctly when generating the third and fourth numbers. In Part D, the student has correctly identified that the next number in the pattern will be odd and provided a correct explanation based on the response given in Part C.

MCC4.OA.5

Response Score: 1



6. Look at the shape pattern.



The rule of this pattern is to start with 12 squares and add 8 squares.

Part A: How many squares are in Step 4? **Type your answer in the space provided.**

Part B: Will the total number of squares in Step 7 be odd or even? Explain your reasoning. **Type your answer in the space provided.**

32	▼
Even	▲

MATHEMATICS

A new pattern starts with 7 and adds 5.

7, _____, _____, _____ ...

Part C: What numbers belong in the blank spaces to complete this pattern? **Type your answer in the space provided.**

12, 17, 22

Part D: Will the next number in the pattern be even or odd? Explain your reasoning. **Type your answer in the space provided.**

Even

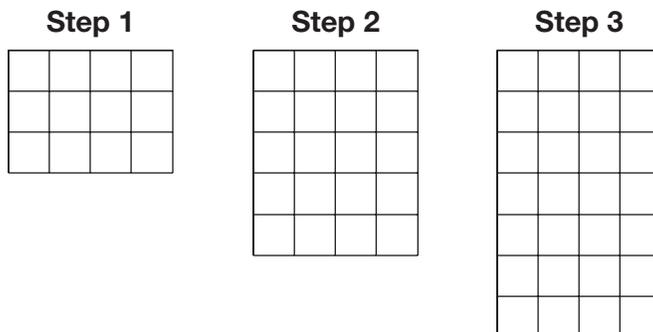
Response demonstrates partial understanding of generating a number or shape pattern that follows a given rule and identifying apparent features of the pattern that were not explicit in the rule itself. The student has incorrectly identified the number of squares in the next step in Part A, possibly by adding only one row to the previous step rather than two rows. In Part B, the student has correctly identified that the number of squares in Step 7 will be even but failed to provide an explanation. In Part C, the student has correctly followed the given rule and provided the next three numbers in the pattern. In Part D, the student has incorrectly identified that the next number in the pattern will be even, with no explanation provided.

MCC4.OA.5

Response Score: 0



6. Look at the shape pattern.



The rule of this pattern is to start with 12 squares and add 8 squares.

Part A: How many squares are in Step 4? **Type your answer in the space provided.**

Part B: Will the total number of squares in Step 7 be odd or even? Explain your reasoning. **Type your answer in the space provided.**

60	▼
Even	▲

MATHEMATICS

A new pattern starts with 7 and adds 5.

7, _____, _____, _____ ...

Part C: What numbers belong in the blank spaces to complete this pattern? **Type your answer in the space provided.**

14, 21, 28

Part D: Will the next number in the pattern be even or odd? Explain your reasoning. **Type your answer in the space provided.**

Even

Response demonstrates limited to no understanding of generating a number or shape pattern that follows a given rule and identifying apparent features of the pattern that were not explicit in the rule itself. The response in Part A is the total number of blocks from Steps 1–3 rather than the number of blocks in the next step. The answer for Part B is correct but has no explanation provided. The pattern proved in Part C does not follow the given rule of adding 5 (the student instead adds 7). The response in Part D is incorrect with no explanation provided.

END OF SAMPLER
QUESTIONS

