2018-2019

Released Items
Repository Scoring Guide

Grade 4

English/Language Arts
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.
What lesson does Matthew learn in the passage? Use details from the passage to support your answer.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Rubric for Item 2</td>
<td>3</td>
<td>4.RL.2.2</td>
<td>See Below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| 2     | **A response:**  
  - Gives sufficient evidence of the ability to determine the theme/central idea/main idea, OR to summarize what happens during or after a key event  
  - Includes specific examples/details that make clear reference to the text  
  - Adequately explains the theme/central idea/main idea OR summarizes with relevant information based on the text  
  
  Matthew learned it is not good to be selfish. In the passage it says that "I could've worn my sneakers, but I really wanted to wear my boots." Well he was doing all this stuff for herself she had forgotten to get the umbrellas and she didn't help at all with getting all the produce into the truck. It says that he felt bad that his sister had helped instead of him. It also says that "I started to explain how I wanted to wear my boots. but I couldn't find them. Then I realized how selfish I sounded." |
| 1     | **A response:**  
  - Gives limited evidence of the ability to determine the lesson/theme/central idea/main idea OR to summarize what happens during or after a key event  
  - Includes vague/limited examples/details that make clear reference to the text  
  - Provides a limited explanation of the theme/central idea/main idea OR summarizes with vague/limited information based on the text  
  
  Matthew learns that you shouldn't forget to do things for other people. For example, when Matthew was looking for his cowboy boots, he forgot to get the umbrellas. |
| 0     | **A response:**  
  - Gives no evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens during or after a key event  
  OR  
  - Gives the theme/central idea/main idea OR summarizes, but includes no examples/details that make clear reference to the text  
  OR  
  - Gives the theme/central idea/main idea or summary, but includes no explanation OR no relevant information from the text  
  
  He learned that to remember things more often. |
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**.
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.
Choose the **best** sentence to add detail to show or explain who the main character is.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4.W.3.3</td>
<td>B</td>
</tr>
</tbody>
</table>

Released Items Repository Item Key

ILEARN English/Language Arts

Updated 10/01/2019
Write an introduction that explains what is going on at the beginning of the story.
<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The response:</td>
<td>As everyone came in, they found a note on the board and the teacher’s chair empty! Jaime read the note on the board and said “We are going to have a substitute’, she said. Just then the door opened and closed with a slam. “Good morning everyone, I am Mrs. Upchurch.</td>
</tr>
<tr>
<td></td>
<td>• provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• adequately connects to or sets up the body of the narrative</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The response:</td>
<td>I am Mrs. Upchurch your sub because your normal teacher is out sick. Why don’t we go over the rules first so we will all be in working order.</td>
</tr>
<tr>
<td></td>
<td>• provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• provides a limited and/or awkward connection to the body of the narrative</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>The response:</td>
<td>There was a girl name Landon she is going to make a story for her class about the substitute.</td>
</tr>
<tr>
<td></td>
<td>• provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• provides no connection to the body of the narrative</td>
<td></td>
</tr>
</tbody>
</table>
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.

**Grade:** 4  
**Item:** 7  
**DOK:** 1  
**Standard (s):** 4.W.6.2b  
**Key:** A
Which conclusion is supported by the presentation?

A. The New York parade is the largest of its kind.

B. The huge balloons in a parade are difficult to control.

C. Balloon wranglers have a harder job than others in the parade.
Which sentence from the presentation best supports your answer in part A?

A. Many balloons look like well-known cartoons.

B. They have to walk the whole 2.5 miles of the parade.

C. The giant parade moves through the streets of New York City.

D. There are between fifty and seventy wranglers for every balloon.
"One job of the balloon wranglers is to amuse the people in the crowd."

Which detail from the presentation best supports this idea?

A. Balloon wranglers receive special training.

B. Balloon wranglers have fun handling the balloons.

C. Balloon wranglers make parts of the balloons
### Released Items Repository Item Key

**ILEARN English/Language Arts**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10</td>
<td>1</td>
<td>4.SL.3.1</td>
<td>See Below</td>
</tr>
</tbody>
</table>

#### Balloons Parade

<table>
<thead>
<tr>
<th>Famous Characters</th>
<th>Balloons</th>
<th>Parade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funny Clowns</th>
<th>Balloons</th>
<th>Parade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long and Tall</th>
<th>Balloons</th>
<th>Parade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colorful Floats</th>
<th>Balloons</th>
<th>Parade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>
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
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 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.
Which source would **most likely** be the most helpful in understanding how plants and animals work and live together to allow the place where they live to continue to grow? Explain why this source is **most likely** the most helpful. Use **two** details from the source to support your explanation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4.W.5</td>
<td>See Rubric</td>
</tr>
</tbody>
</table>

*Updated 10/01/2019*
Rubric:

(2 points) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation and that explain why each detail supports the idea that it is the most helpful source.

(1 point) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes one detail from that source that supports this evaluation and that explains why the detail supports the idea that it is the most helpful source.

OR

Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation but does not explain why each detail supports the idea that it is the most helpful source.

OR

Response is an evidence-based explanation that does not identify a source or correctly identify the most helpful source but includes two details from the correct source and that explains why each detail supports the idea that it is the most helpful source.

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

(2 points) Source #3 is the most helpful source in understanding how plants and animals work and live together so that the place where they live can continue to grow. This source is the most helpful because it describes how plants and animals are connected and depend on one another for survival. For example, when an oak tree grows acorns, the acorns drop to the ground. Mice and deer come to eat the acorns. The oak tree also provides the hawk with a meal. A hawk that is nearby may see a mouse that is gathering the acorns, so the hawk comes down to eat the mouse. Because of the acorns that the oak tree made, mice, deer, and hawks are able to eat.

(1 point) Source #3 is the most helpful source in understanding how plants and animals work and live together so that the place where they live can continue to grow. This source is the most helpful because it describes how plants and animals are connected and depend on the other for survival. When an acorn drops from an oak tree, mice and deer come to eat the acorn. This is important because the mice and deer have something to eat.

(0 points) Source #2 is the most helpful source because it describes how animals build their homes. The source describes how beavers build dams underwater and bald eagles build big nests, high in the trees.
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.
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)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Purpose</strong></td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</td>
<td>• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose</td>
</tr>
<tr>
<td>• controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</td>
<td>• controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</td>
<td>• controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</td>
<td>• controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td>• introduction and/or conclusion may be missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 4-Point Informational Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>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:</td>
<td>Insufficient (includes copied text)</td>
<td>In a language other than English</td>
</tr>
<tr>
<td>- comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</td>
<td>- adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</td>
<td>- some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</td>
<td>- evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</td>
<td>- insufficient use of citations or attribution to source material</td>
<td>Off-topic</td>
</tr>
<tr>
<td>- clear citations or attribution to source material</td>
<td>- adequate use of citations or attribution to source material</td>
<td>- weak use of citations or attribution to source material</td>
<td>- minimal, if any, use of elaborative techniques*</td>
<td>- weak or uneven use of elaborative techniques*</td>
<td>Off-purpose</td>
</tr>
<tr>
<td>- effective use of a variety of elaborative techniques*</td>
<td>- adequate use of some elaborative techniques*</td>
<td>- weak or uneven use of elaborative techniques*; development may consist primarily of source summary</td>
<td>- inconsistent or weak attempt to create appropriate style</td>
<td>- minimal, if any, use of elaborative techniques*</td>
<td></td>
</tr>
<tr>
<td>- vocabulary is clearly appropriate for the audience and purpose</td>
<td>- vocabulary is generally appropriate for the audience and purpose</td>
<td>- vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>- vocabulary is limited or ineffective for the audience and purpose</td>
<td>- vocabulary is limited or ineffective for the audience and purpose</td>
<td></td>
</tr>
<tr>
<td>- effective, appropriate style enhances content</td>
<td>generally appropriate style is evident</td>
<td>- inconsistent or weak attempt to create appropriate style</td>
<td>- little or no evidence of appropriate style</td>
<td>- little or no evidence of appropriate style</td>
<td></td>
</tr>
</tbody>
</table>

[Updated 10/01/2019]
2-Point Informational Performance Task Writing Rubric (Grades 3–5)

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| 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.

The points for Organization/Purpose and Evidence/Elaboration rubrics are averaged together for one 4-point score. This is combined with the Conventions score for a 6-point total score.
Released Items Repository
Scoring Guide

Grade 4
Mathematics
Jarrod made a mistake. Select the statement that corrects his mistake.

A. In Step 1, he should have multiplied 3 and 7 by 6 before adding.
B. In Step 2, he should not have added the denominators.
C. In Step 2, he should have multiplied 2 and 5 instead of adding them.
D. In Step 3, he should not have added the whole number and fraction.
## Released Items Repository Item Key

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4.NS.5</td>
<td>See Below</td>
</tr>
</tbody>
</table>

### True vs. False

<table>
<thead>
<tr>
<th>Fraction</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{89}{100} &gt; \frac{9}{10} )</td>
<td>[ ]</td>
<td>[✓]</td>
</tr>
<tr>
<td>( \frac{7}{12} &lt; \frac{2}{3} )</td>
<td>[✓]</td>
<td>[ ]</td>
</tr>
<tr>
<td>( \frac{3}{5} &gt; \frac{4}{10} )</td>
<td>[✓]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Susan has 3 times as many books as Mary. Mary has 18 books. Which equation can be solved to figure out how many books Susan has?

A  $\Box - 3 = 18$
B  $3 + 18 = \Box$
C  $18 \div \Box = 3$
D  $3 \times 18 = \Box$

**Released Items Repository Item Key**

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4.AT.3</td>
<td>D</td>
</tr>
</tbody>
</table>

Updated 10/01/2019
Select all the statements that can be supported using Anna’s fraction models.

- ✔ $\frac{2}{6} = \frac{4}{12}$
- □ $\frac{2}{12} = \frac{4}{12}$
- ✔ $\frac{2}{6} > \frac{1}{6}$
- ✔ $\frac{2}{6} > \frac{2}{6}$
## Released Items Repository Item Key

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4.G.2</td>
<td>See Below</td>
</tr>
</tbody>
</table>

![Diagram](image-url)

Updated 10/01/2019
Part A: The number 4 proves Jose is incorrect because it has 3 factors, which is an odd number of factors.

Part B: 1 2 4

Part A: The number 9 proves Jose is incorrect because it has 3 factors, which is an odd number of factors.

Part B: 1 3 9
<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7</td>
<td>2</td>
<td>4.DA.2</td>
<td>17.5 or equivalent</td>
</tr>
</tbody>
</table>

$$\frac{17\frac{1}{2}}{}$$

Updated 10/01/2019
### Released Items Repository Item Key

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>2</td>
<td>4.M.2</td>
<td>1500</td>
</tr>
</tbody>
</table>

---

**1500**

```plaintext
1  2  3
4  5  6
7  8  9
0  . 
```

**Updated 10/01/2019**
### Released Items Repository Item Key

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9</td>
<td>2</td>
<td>4.NS.4</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**Figure R**
### Released Items Repository Item Key

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
</table>
| 4     | 10   | 2   | 4.NS.5       | Part A: 0 or 1  
Part B: 3, 4, 5, 6, 7, 8 or 9 |

#### Part A

0

#### Part B

5

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>0</td>
<td>.</td>
<td></td>
</tr>
</tbody>
</table>
Released Items Repository Scoring Guide

Grade 4

Mathematics Performance Task
Released Items Repository Item Key

**ILEARN Mathematics Performance Task**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Currently Performance Task scoring materials are not available for Mathematics Grade 4 and this information is not available in the Released Items Repository Scoring Guides.</td>
</tr>
</tbody>
</table>

Updated 10/01/2019
INDIANA DEPARTMENT OF EDUCATION

Released Items Repository
Scoring Guide

Grade 4

Science

Updated 10/01/2019
Which question can the student answer from this investigation?

A. Why does liquid expand when it freezes?
B. Which liquid has the highest boiling point?
C. Which liquid has the highest freezing point?
D. Why does water freeze at a lower temperature than vinegar?
One student claims that the test score will be higher with more sleep.

Explain why the student’s claim is not supported by the data.

Type your answer in the space provided.
Rubric:
- The student citing evidence from the data table that some students got better test scores with less sleep the night before the test.

Example: This argument is not supported by the data because student D received a 90 and got 7 hours of sleep, while student B received an 86 and got 8 hours of sleep.
Select a factor that will cause these sand dunes to erode.

A  wildfire
B  heavy winds
C  long drought
D  low temperatures
# Released Items Repository Item Key

**ILEARN Science**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3-5.E.2</td>
<td>See Below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solution</th>
<th>Rank</th>
<th>Reason for Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repair the old bridge with glue</td>
<td>2♦️</td>
<td>Would cost the least but is unlikely to solve the problem ♦️</td>
</tr>
<tr>
<td>Build a new bridge out of small craft sticks</td>
<td>3♦️</td>
<td>May have a different outcome but cost more than repairing with glue ♦️</td>
</tr>
<tr>
<td>Build a new bridge out of large craft sticks</td>
<td>1♦️</td>
<td>May solve the problem even though it cost the most ♦️</td>
</tr>
</tbody>
</table>
Select two ways to improve the bridge design so that it can hold 100 pennies.

☐ Build the model bridge the same way but without using glue

☐ Take more time to build the model bridge and turn the project in late

☑ Use a combination of large and small craft sticks and glue to build the model bridge

☐ Build the model bridge the same way but use more glue and fewer small craft sticks

☑ Arrange the small craft sticks in a different pattern and use the maximum amount of glue
Using Table 1, enter the string of bits into the table that represent each combination of symbols.

<table>
<thead>
<tr>
<th>Combination of Symbols</th>
<th>Encoding</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADC</td>
<td>00 000 10</td>
</tr>
<tr>
<td>ADEG</td>
<td>00 000 001 100</td>
</tr>
<tr>
<td>AGCBA</td>
<td>00 100 10 01 00</td>
</tr>
</tbody>
</table>
Which statement correctly identifies how a human performs addition?

A. uses code
B. uses reason
C. uses a process
D. changes numbers to 0’s and 1’s
# Released Items Repository Item Key

**ILEARN Science**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>2</td>
<td>3-5.PA.1</td>
<td>See Below</td>
</tr>
</tbody>
</table>

## Information Search
- web browser

## Data Collection
- digital camera
- spreadsheet software
- digital temperature probe

## Data Analysis
- spreadsheet software

OR

## Information Search
- web browser

## Data Collection
- digital camera
- spreadsheet software
- digital temperature probe

## Data Analysis
- spreadsheet software
Which statement describes only a negative impact of technology in daily life?

A. Information that is shared on the internet can be true or false.
B. Daily tasks such as shopping or homework can be done online.
C. People can communicate with other people at any time of the day.
D. Students from one culture can learn about students in another culture even if they speak different languages.
Which online source presents the most reliable and valid information about damaging, non-native plants in Indiana?

A. a social media site for professional gardeners in Indiana
B. an online article by The Indiana Native Plant and Wildflower Society
C. the State of Indiana’s Department of Natural Resources (DNR) website
D. the website of a professional company that removes non-native plants from invaded areas
### Part A

Select the boxes to match each animal with the size of its ears, using Figure 3.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Smaller Ears</th>
<th>Larger Ears</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouse</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Wild Cat</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Arctic Fox</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Jackrabbit</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Fennec Fox</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Eastern Gray Squirrel</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
Part B

Use Table 1 to create a bar graph of the average yearly air temperature of a place where each animal lives. The temperatures where a fennec fox and an eastern gray squirrel live are already graphed for you.

Select a point in the graph where the top of each bar should be.
**Part C**

What is the relationship between ear size and where animals live?

A. Animals with small ears live in places with warm average yearly air temperatures.

B. Animals with large ears live in places with warm average yearly air temperatures.

C. Animals with small ears live in places with warm and cool yearly average temperatures.

D. Animals with large ears live in places with warm and cool yearly average air temperatures.
Part D

What is the relationship between where animals live and average body temperatures? Use Table 1 to select your answer.

A Animals that live in places with cool air temperatures have cool average body temperatures.

B Animals that live in places with warm air temperatures have warm average body temperatures.

C Animals living in places with warm air temperatures have average body temperatures similar to animals living in places with cool air temperatures.

D Animals living in places with cool air temperatures have different average body temperatures than animals living in places with warm air temperatures.
Part E

Complete the sentences explaining why animals with large ears live where they do, using your answers in all other parts.

Click on each box and select a phrase that completes the sentences.

Large ears help to cool animals because they can transfer body heat to the air.

This means that large ears help animals live in warm climates.