2018-2019

Released Items
Repository Scoring Guide

Grade 5

English/Language Arts
Which detail from “Cuisine and Etiquette in Zambia” best shows that the father is at the top of the social structure in a family?

A. In a traditional setting, boys from the age of seven eat with the man of the house.

B. This is because all of the children below the age of seven are under the guidance of their mother.

C. The mother eats with the girls and the younger boys.

D. Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages.
Which dictionary definition **best** defines *staple* as it is used in both texts?

- **A** a metal wire fastener
- **B** a quality of cloth fiber
- **C** important part of the diet
- **D** raw material for manufacture
Part A

How does the information in “Cuisine and Etiquette in Uganda” help the reader understand the differing roles of males and females in “Cuisine and Etiquette in Zambia”?

- by explaining that in Uganda men are not expected to sit in the kitchen
- by explaining that in Uganda the kitchen is separate from the rest of the house
- by explaining that in Uganda only children are not allowed to speak during meals
- by explaining that in Uganda neither men or women are allowed to leave until everyone has finished eating
Part B

Which sentences from texts, “Cuisine and Etiquette in Zambia” and “Cuisine and Etiquette in Uganda,” best support your answer in part A? Select three answers.

☑ “All the cooking is done by the wife.”

☑ “In a traditional setting, boys from the age of seven eat with the man of the house.”

☐ “The trend now is that members of the family all eat together.”

☐ “Most people, except for a few who live in the city centers, produce their own food.”

☑ “The responsibility for preparing the family’s meals belongs solely to women and girls in the home.”

☐ “Most families eat two meals a day.”
How might have the information in “Cuisine and Etiquette in Zambia” affected the way “Cuisine and Etiquette in Uganda” is written?

A. The author kept all of the information in one paragraph for each text to make it easier to read.

B. The author used food preferences in the introduction of each text to explain that country's diet.

C. The author kept each text short as a way of focusing only on the cuisine and etiquette of both countries.

D. The author introduced specific food used by each country as a lead in to explain the cultures of the two countries.
When it gets cold at night, you might reach for a quilt to keep you warm. Many quilts today are produced in factories, but some people enjoy sewing their own quilts. Some people like blankets better than quilts. Making a quilt can mean more than just making something to keep people warm; it can be a way of preserving memories. Today’s quilt might be made from pieces of a worn-out football jersey or a baby’s first blanket. Similarly, quilts made in the past were made from scraps of cloth or pieces of old clothing.

Long ago, people would organize parties called “quilting bees.” At a quilting bee, individuals would share stories while they sewed their pieces of fabric together. By working together, these quilters could create a quilt more quickly than if each quilter were working alone. Sometimes, they had to quit early because they ran out of candles. Swapping stories helped pass the time and provided some entertainment. Today, people still enjoy quilting with friends.
Continue the narrative and include meaningful dialogue and description to tell what happens to Rachel's garden.

[Blank space for narrative]
**Score:** 2

**Rationale:**
- Provides appropriate and mainly specific descriptive details and/or dialogue
- Provides adequate development of experiences, characters, setting, action, and/or events
- Uses adequate sensory, concrete, and/or figurative language
- Is mostly “shown”

**Exemplar:**
"Oh no!!" Said Rachel when she ran into the backyard. "My garden is ruined!!" exclaimed Rachel. Rachel thought she heard weird noises last night, and she suspected a raccoon had eaten them. She was right. She saw foot prints that looked like raccoon feet. She began to sob, and when her mother came out, Rachel ran into her mother’s arms. "I’ll never be happy again!!" Said Rachel. "It’s okay, we’ll rebuild it." Said her mother. "I guess so, but it won’t be as meaningful as the first one." Said Rachel. After Rachel and her mother got dressed, they went to the garden store and bought more seedlings, they planted and watered them, and Rachel said, "Maybe it will be as meaningful as the first one after all."

**Score:** 1

**Rationale:**
- Provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related
- Provides limited development of experiences, characters, setting, action, and/or events
- Uses limited sensory, concrete, and/or figurative language
- Is somewhat “told”

**Exemplar:**
Rachel was so disappointed she ran outside to investigate. "Mom" she shouted, "my garden is gone!" Her mom came outside to see what her daughter was talking about. Her mom looked about the yard when she spotted something in the dirt. "Look there are deer footprints! they must have come looking for a snack."
"Well" Rachel said, "I’m at least glad they found food."
Choose the sentence that is punctuated correctly.

A. You will be happy to learn Ms. Smith, that you have won the contest.
B. You will be happy to learn, Ms. Smith that you have won the contest.
C. You, will be happy to learn Ms. Smith, that you have won the contest.
D. You will be happy to learn, Ms. Smith, that you have won the contest.
(d) Asteroids are made up of rock and iron, and some can be very large with their own moons. They orbit the Sun in the asteroid belt.

Which statement **best** summarizes the presentation?

(A) The biggest asteroid is Ceres, which is about 600 miles around and is the first asteroid ever discovered.

(B) The area where most asteroids travel is called the asteroid belt, and it is located between Mars and Jupiter.

(C) Some asteroids have moons. In 1993, the asteroid Ida was discovered to have a moon, which scientists named Dactyl.

(D) Asteroids are made up of rock and iron, and some can be very large with their own moons. They orbit the Sun in the asteroid belt.
<table>
<thead>
<tr>
<th>asteroid in general</th>
<th>Ceres asteroid</th>
<th>Ida asteroid</th>
</tr>
</thead>
<tbody>
<tr>
<td>made of rock and iron</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>has a moon</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>is 600 miles around</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>often called a minorplanet</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>orbits the Sun</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>
Based on the presentation, which three statements best explain why scientists might call asteroids minor planets?

- They are hard to spot in space.
- They are made of rock and iron.
- They are not as important as real planets.
- They sometimes have their own moons.
- They are more like planets and moons than comets.
Released Items Repository Scoring Guide

Grade 5

English/Language Arts Performance Task
People who own businesses have to consider the well-being of all of their guests.

Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability.
The sources discuss how service animals help people. Explain what you have learned about how service animals help people. Use one detail from Source #1 and one detail from Source #2 to support your explanation. For each detail, include the source title or number.
Rubric:

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

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea but doesn’t explain how each detail supports the idea. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this idea and that explains how that detail supports the idea. Student cites the source.

OR

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

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explain how each detail supports the idea. Student does not cite sources.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
(2 points) Service animals are trained animals that help people with disabilities. These animals help their owners do certain tasks that their owners are not able to do for themselves. Source #1 says that capuchin monkeys learn how to load DVDs into players and push play and how to open and close microwave doors. Since these monkeys are trained to do such things, they are able to help their owners who may not be able to do these tasks on their own. Source #2 says that hearing dogs can help people at home by letting the owner know when the doorbell rings or when the smoke alarm goes off. This is important because if the owner is not able to hear, then the service animal could let the owner know when important sounds happen.

(1 point) Service animals are trained animals that help people with disabilities. These animals help their owners do certain tasks that the owner is not able to do for themselves. Source #1 says that capuchin monkeys learn how to load DVDs into players and push play and how to open and close microwave doors. Since these monkeys are trained to do such things, they are able to help their owners who may not be able to do these tasks on their own.

(O points) Service animals help people in different ways.
Which source would most likely be the most helpful in understanding how a service animal is trained? Explain why this source is most likely the most helpful. Give at least two details from the source to support your answer.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>4</td>
<td>5.W.5</td>
<td>See Rubric</td>
</tr>
</tbody>
</table>
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 #1 is the most helpful source for understanding how a service animal is trained because it describes the amount of time spent training and the different types of activities that capuchin monkeys do at the monkey college, Helping Hands. This source says that monkeys spend three to five years learning skills that will help them help people with disabilities. This shows that the monkeys receive a lot of training at Helping Hands so that they will be able to assist their owners. This source also says that at Helping Hands, monkeys learn how to do things such as loading DVDs into players and opening microwave doors. This shows that the monkeys are taught many different skills so that they can help their owner.

(1 point) Source #1 is the most helpful source for understanding how a service animal is trained because it describes the amount of time spent training and the different types of activities that capuchin monkeys do at the monkey college, Helping Hands. This source says that monkeys spend three to five years learning skills that will help them help people with disabilities. This shows that the monkeys receive a lot of training at Helping Hands so that they will be able to assist their owners.

(0 points) Source #2 is the most helpful source for understanding how a service animal is trained because it says they are trained to let their owners know when the doorbell rings, or the smoke alarm goes off, or the baby wakes up from a nap.
For Part 2, you are being asked to write an opinion paper 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 prewriting/planning as you write and then revise and edit your opinion paper.
Score
4 3 2 1 NS

Organization/Purpose
The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:

- opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience
- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
- effective introduction and conclusion
- logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety

The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:

- opinion is clear, and the focus is mostly maintained for the purpose and audience
- adequate use of transitional strategies with some variety to clarify relationships between and among ideas
- adequate introduction and conclusion
- adequate progression of ideas from beginning to end; adequate connections between and among ideas

The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:

- opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience
- inconsistent use of transitional strategies and/or little variety
- introduction or conclusion, if present, may be weak
- uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas

The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:

- opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience
- few or no transitional strategies are evident
- introduction and/or conclusion may be missing
- frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression

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

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
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<th>1</th>
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<tr>
<td></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>
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<td>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</td>
<td>Insufficient (includes copied text)</td>
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<td>- opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience</td>
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<td>- opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</td>
<td>- in a language other than English</td>
</tr>
<tr>
<td></td>
<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 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>- Off-topic</td>
</tr>
<tr>
<td></td>
<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>- Off-purpose</td>
</tr>
<tr>
<td></td>
<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 maybe randomly ordered or have an unclear progression</td>
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Released Items Repository Item Key
ILEARN English/Language Arts Performance Task

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<td>5.W.3.1</td>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence/Elaboration</td>
<td>The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) 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 opinion and supporting idea(s) that includes the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</td>
<td>The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven 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 opinion and supporting idea(s) 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>
</tr>
<tr>
<td></td>
<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></td>
<td>In a language other than English</td>
</tr>
<tr>
<td></td>
<td>• clear citations or attribution of 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></td>
<td>Off-topic</td>
</tr>
<tr>
<td></td>
<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></td>
<td>Off purpose</td>
</tr>
<tr>
<td></td>
<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></td>
<td>Insufficient use of citations or attribution to source material</td>
</tr>
<tr>
<td></td>
<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></td>
<td>Minimal, if any, use of elaborative techniques*</td>
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<tr>
<td></td>
<td>*Elaborative techniques may include the use of personal experiences that support the opinion.</td>
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</tbody>
</table>

* NS: No Standard
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 5
Mathematics
<table>
<thead>
<tr>
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<td>1</td>
<td>1</td>
<td>5.AT.6</td>
<td>See Below</td>
</tr>
</tbody>
</table>

[Graph with points on a coordinate plane]
What is a possible number that can be multiplied by 100 to show that Lisa’s claim is not correct? Enter your answer in the response box.

```
.5
```

<table>
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<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>2</td>
<td>5.C.6</td>
<td>Any number less than or equal to 1 and greater than 0</td>
</tr>
</tbody>
</table>
Enter a positive value for $n$ that makes this statement true: $1 \times n$ is less than 1 but greater than 0.

0.8
Enter the total number of math folders in the classroom.

21
What is the **minimum** number of whole pizzas they must order so that each student has as much of the kind of pizza they say they want to eat?

3

<table>
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</table>
### ILEARN Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>2</td>
<td>5.G.2</td>
<td>See Below</td>
</tr>
</tbody>
</table>

#### Always a Regular Polygon
- Acute triangle
- Obtuse triangle
- Right triangle
- Rectangle
- Square

#### Sometimes a Regular Polygon
- Acute triangle

#### Never a Regular Polygon
- Obtuse triangle
- Right triangle
- Rectangle
- Square
## Released Items Repository Item Key

**ILEARN Mathematics**

<table>
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<td>5</td>
<td>7</td>
<td>2</td>
<td>5.G.2</td>
<td>See Below</td>
</tr>
</tbody>
</table>

### Diagrams and Labels

- **Square**
- **Parallelogram**
- **Quadrilateral**
- **None of These**

- **Trapezoid**
- **Hexagon**
- **Rhombus**

Updated on 12/26/2018
Enter the length, in feet, of the corn snake.

33

\[
\underline{8}
\]
Enter the distance, in miles, Ben walked.

0.5

Updated on 12/26/2018
### Released Items Repository Item Key

**ILEARN Mathematics**

<table>
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<tr>
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<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>2</td>
<td>5.AT.7</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**Key**

- Represents 1 mile

[Diagram showing a grid with a point marked at coordinates (4,2) and key indicating 1 mile.]
Whose route is the shortest?

- A Lisa, because her route is the most direct from the school to the store.
- B Kara, because her route takes short cuts from the school to the store.
- C Both Lisa and Kara, because each of their routes are the same distance.
- D Neither Lisa nor Kara, because their routes do not end with them arriving at the store.
Released Items Repository
Scoring Guide

Grade 5
Mathematics Performance Task
How much more clay, in pounds, is needed to make a large bowl than a small bowl?

1.75 pounds
What is the least number of blocks of clay Zela will need to make 6 mugs?

Explain how you figured out your answer.

Note: Zela knows that leftover clay from each block can be squished together and used.
Rubric:
2 points: Student **develops** an approach to determine the number of pounds of clay needed to make 6 mugs AND provides an **explanation** as to why 5 blocks are needed.

1 point: Student correctly calculates the amount of clay needed, but does not provide an explanation why. Or, student provides the correct answer but with a flawed justification.

0 points: All other responses
Zela will need 5 blocks of clay to make a set of 6 mugs. Since the clay blocks only come in one pound blocks you need to round 4 1/2 up.

The student correctly calculated that 4 ½ pounds of clay would be needed to create a set of 6 mugs. The student then explained that because clay only comes in one-pound blocks, Zela would need to buy 5 blocks of clay. The response contains evidence of the student’s competence in problem solving to the full extent that these processes apply to this item.

The student correctly calculated that 6 mugs times 0.75 is 4.5 and even stated that Zela needs 5 blocks of clay. However, he/she did not provide an explanation as to why 5 blocks are needed. The student has demonstrated only a partial understanding of the mathematical content and practices essential to this item.
1 mug = \( \frac{3}{4} \)
\[ \frac{3}{4} \times 6 = \frac{18}{24} \]
I multiplied \( \frac{3}{4} \times 6 \) and then it equaled \( \frac{18}{24} \).

SCORE 0

The student showed initial understanding of the mathematics required, but he/she did not execute the multiplication correctly, nor provide an adequate explanation. The explanation given is not a justification for the amount of clay, rather it is a description of the process used. No evidence is present that demonstrates the student’s competence in problem solving related to the specified task.
Lizzie has 12 pounds of clay and wants to use all of it. She does not need to make all of the projects, and may make more than one of any project.

Describe a plan for Lizzie to use 12 pounds of clay making projects from the chart.

Show how you know she will use exactly 12 pounds of clay with this plan.
Rubric:

2 points: Student describes a plan by which Lizzie uses all 12 pounds of clay making projects from the chart. A valid explanation is one that connects to the context. Numeric computations with no explanation are not considered valid.

1 point: Student provides either a correct explanation with incorrect calculations or has incorrect calculations that total 12, but has a valid explanation.

0 points: All other responses
If she makes all of the projects it would take 2.5 + 1.5 + 3.25 + .75 + 4.5 = 12.5.

That doesn't work. So she should make 2 sm plats and 2 sm bowls instead of the dinner plate. That takes exactly 12 pounds of clay.

**SCORE 2**

The student added up what it would take to make one of each project (even though he/she did not include the names of the projects, it is clear that the numbers match the projects in the same order given in the table). The student then realized that taking away the dinner plate (4.5) and making 2 small plates and 2 small bowls (instead of 1 each) would take exactly 12 pounds of clay. The student did not explicitly restate the calculations; however, the student demonstrated enough understanding of the mathematical content and practices essential to this task in order to earn full credit.
The student correctly indicated what it would take to make 2 each of the large bowls, small bowls, and mugs. However, the student incorrectly stated that all 12 pounds of clay was used (it adds to only 11 pounds). This computational error prevents the response from receiving full credit.
Lizzie would use all 12 pounds of clay if she makes all five projects.

The student has demonstrated merely an acquaintance with the topic in that he/she at least attempted to answer the question. However, the response contains no support for the answer of using all 12 pounds of clay if Lizzie makes all five projects by way of work or explanation. No evidence is present that demonstrates the student’s competence in problem solving, reasoning, and/or modeling related to the specified task.
In the plan, state how much clay she should use for each of her smaller bowls. Her bowls should all be the same size.
Rubric:

2 points: The student describes an amount of clay that meets the criteria (6 mugs x \( \frac{3}{4} \) and 6 bowls times a value between 1 and \( 1\frac{1}{2} \)) AND gives a valid explanation for how this value meets the criteria.

1 point: The student’s response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential mathematical ideas addressed by this task. Such deficits may include evidence of insufficient mathematical knowledge; errors in fundamental mathematical procedures; and/or lack of explanation or clarity in the response.

0 points: All other responses
The student used the exact amount of clay needed to make 6 mugs (which could have been taken from his/her work on item #3). The student correctly indicated how much clay was available to make the small bowls (7½ lbs) and knew that 9 pounds would be needed if using the amount from the table. Although the student didn’t divide 7½ by 6 to determine the amount needed for each bowl, he/she did recognize that he/she only needed to be close to 12 pounds without going over. The student demonstrated a full and complete understanding of all mathematical content and practices essential to this task.
The student clearly shows that it will take $4\frac{1}{2}$ pounds of clay for the mugs and when subtracting from 12 it leaves $7\frac{1}{2}$ pounds to make the bowls. Furthermore, the student shows that by using the amount for each bowl given in the table ($1 \frac{1}{2}$), it will take a total of 9 pounds of clay. While the student recognizes that Zela doesn’t have enough clay, he/she does not attend to the part of the problem that required the students to address the amount of clay that Zela could use if she made the bowls smaller. The student demonstrated only a partial understanding of the mathematical content and practices essential to this task.
The student has merely restated what was in the prompt. No evidence is present that demonstrates the student’s competence in problem solving, reasoning, and/or modeling related to the specified task.
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Scoring Guide

Grade 5

Social Studies
Part A

What was the main purpose of Henry Hudson’s expeditions in the 1600s?

A  to locate a faster route around Africa for Spain

B  to bring supplies to existing settlements for Portugal

C  to discover new sources of spices and gold for France

D  to find a shorter northwest passage to Asia for Holland

Part B

What was the impact of Hudson’s expeditions in Part A?

A  France became the leading importer of spices in Europe.

B  Portugal’s overseas empire expanded to include Mexico.

C  Spain was able to expand its colonies into the Indian Ocean.

D  New waterways were discovered and explored in modern-day Canada.
Select the sentence that describes the contribution that Mercy Otis Warren made to debates about the Constitution.

Mercy Otis Warren was born in 1728. She was fond of reading at an early age and her father encouraged her to read and learn. She often exchanged letters with Abigail and John Adams, as well as Martha Washington. Under the name “A Columbian Patriot,” she wrote in favor of the idea of a Bill of Rights. She died in 1814; in 2002, she was included in the National Women’s Hall of Fame.
Describe **two** economic consequences of the American Revolution on the early United States.

Type your answer in the space provided.
Rubric:

2 points:
The student identifies two economic consequences of the American Revolution.
- The United States had to establish new trade relationships with other countries.
- The United States lost the close economic and trading ties it had with Great Britain.
- The United States had to come up with a new way to engage in and regulate trade between countries and the states.
- The United States had to create a new monetary system for the country.
- Other relevant and accurate responses will receive credit.

1 point:
The student identifies only one economic consequence of the American Revolution.
Which event should be placed where the “X” is located on the timeline?

A. The Articles of Confederation are ratified. (1781)
B. Protesters participate in the Boston Tea Party. (1773)
C. The Constitutional Convention meets in Philadelphia. (1787)
D. The Treaty of Paris officially ends the American Revolutionary War. (1783)
Based on the information in the two sources, what was the outcome of the presidential election of 1800?

A. The House of Representatives decided to suggest a third candidate to become president.

B. The House of Representatives decided to overturn the vote and make John Adams president.

C. The House of Representatives broke the election tie and voted for Thomas Jefferson to become president.

D. The House of Representatives broke with tradition and decided to have both Thomas Jefferson and Aaron Burr serve as president.
Based on the Preamble, what were two goals of the United States Constitution?

- to elect a president
- to create an army and a navy
- to establish a fair court system
- to improve trade with other countries
- to form three branches of government
Use the table to indicate how the judicial and executive branches serve as a check for the legislative branch.

<table>
<thead>
<tr>
<th></th>
<th>Judicial Branch</th>
<th>Executive Branch</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>May veto bills</td>
<td></td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>May reject treaties</td>
<td>☐</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>May declare laws</td>
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</tr>
<tr>
<td>unconstitutional</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Which city is located closest to 25°N, 80°W?

- **A** Denver
- **B** Fargo
- **C** Miami
- **D** Raleigh
Select two ways that American colonists participated in a market economy.

- They traded goods without using money.
- They bought tea sold by British merchants.
- They sold their crops to European customers.
- They only made goods when told to do so by the British.
- They took out loans from the governments of many countries.
Part A

What was an effect of this invention?

- The demand for slaves increased.
- Cotton clothing became more expensive.
- Farmers stopped growing tobacco and rice.
- People began growing cotton in northern states.

Part B

Why did the spinning mule lead to the effect that you identified in Part A?

- It was difficult to use and cotton clothing became more expensive.
- It could be used anywhere and people decided to grow cotton in new regions.
- It turned cotton into fabric quickly so more workers were needed to grow the crop.
- It made cotton goods so popular that people stopped buying other agricultural products.