2019 – 2020

RELEASED ITEMS REPOSITORY
ITEM ANSWER KEY

GRADE 4
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ILEARN
English/Language Arts (ELA)
Item Answer Key
How does the story teach that remembering where you came from is important?

A) by having Emperor Taizu long for a special soup that an old woman once cooked for him

B) by having Emperor Taizu ask the old woman to make her soup for the entire royal court

C) by showing that Emperor Taizu does not enjoy the soup the second time he tastes it

D) by showing how Emperor Taizu goes from being hungry to having enough food
Read the sentence from the story.

“Zhao had long since swept away his enemies and proclaimed himself Emperor Taizu of the Middle Kingdom of China.” (paragraph 6)

What does swept away mean in the sentence?

A. cleaned up
B. made up
C. defeated
D. forgotten
Select the two sentences that show how the old woman feels about the soup she makes.

3  Never had food tasted so good! “What . . . ,” he mumbled through a mouthful of the savory morsels, “. . . what do you call this dish?”

4  “Oh, I call it Pearls Fallen on the Green Jade Tree,” said the old woman, “but that is just my fancy. It is only a few bean curd bits and wild vegetables from the mountain. I live in a poor way.”

5  “I shall never forget it,” Zhao promised, “for it is the most wonderful meal of my life.”
Zhao and the old woman are alike in some ways and very different in other ways. Click in the boxes to show whether each phrase describes Zhao, the old woman, or both.

<table>
<thead>
<tr>
<th>Zhao</th>
<th>Old Woman</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>forgets a feeling</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>shows some bad temper</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ignores appearances</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>teaches lessons to others</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>4.RL.2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Row 1 Zhao</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Row 2 Both</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Row 3 Old Woman</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Row 4 Both</td>
</tr>
</tbody>
</table>
This question has two parts. First, answer part A. Then, answer part B.

**Part A**
Select the statement that describes the main idea of Passage 2.

A) Henry Ford grew up on a farm.

B) Henry Ford always valued tools and machinery.

C) Henry Ford's family worked hard and was successful.

D) Henry Ford’s experiences on a farm inspired his work with cars.

**Part B**
Select the detail from the passage that supports the answer in part A.

5 It was life on the farm that drove me into devising ways and means to better transportation. I was born on July 30, 1863, on a farm at Dearborn, Michigan, and my earliest recollection is that, considering the results, there was too much work on the place. That is the way I still feel about farming. There is a legend that my parents were very poor and that the early days were hard ones. Certainly they were not rich, but neither were they poor. As Michigan farmers went, we were prosperous. The house in which I was born is still standing, and it and the farm are part of my present holding.
Based on the information in Passage 1, why was it important that John Newbery moved to Reading?

- Reading was where Newbery first started working in publishing.
- Reading was a good place for Newbery to buy and sell goods.
- Reading was the place that made Newbery want to write stories.
- Reading was a larger town than the village Newbery grew up in.
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
What structure does Passage 1 use to help readers understand the link between John Newbery’s family and his career?

- sequence
- comparison
- cause/effect
- problem/solution

**Part B**
Which detail from the passage supports the answer in Part A?

- “. . . he and his older brother Robert likely helped with the many chores required for growing crops and raising livestock.” (paragraph 1)
- “While Robert was interested in becoming a farmer, John was not.” (paragraph 2)
- “At age 16, John moved away from home to the nearby town of Reading.” (paragraph 3)
- “He became an apprentice to William Ayres, publisher of the *Reading Mercury* newspaper.” (paragraph 3)
What common idea do both passages share?

- People’s interests are more important than where they live.
- Farming has been an important job for a long time.
- It takes great skill to work for a newspaper.
- Many tools are difficult to use.
“My toys were all tools—they still are! And every fragment of machinery was a treasure.” (paragraph 6)

What does the phrase every fragment of machinery was a treasure mean?

A. The machine parts were made of metal.
B. The machine parts were hard to find.
C. The machine parts were important to Ford.
D. The machine parts cost Ford a lot of money.
How does the image in Passage 2 add to your understanding of Henry Ford?

A. It shows the reader how Ford used tools while he worked on the farm.
B. It shows a workshop like the one Ford talks about in the passage.
C. It shows the purpose of different tools Ford used as a mechanic.
D. It gives the reader a sense that Ford was a hard worker all his life.
ILEARN
English/Language Arts (ELA)
Performance Task Item Answer Key
Source #1 discusses what some animals do to survive in their environment. Explain how the information in Source #2 adds to the reader's understanding of what some animals do to survive in their environment. Give two details from Source #2 to support your explanation.

Rubric

Score: 2
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.

Score: 1
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.

Score: 0
Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
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.

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

**Rubric**

**Score: 2**  
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.

**Score: 1**  
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.

**Score: 0**  
Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
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.

Exemplar 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 one another 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.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task Item 3</td>
<td>3</td>
<td>4.W.5</td>
<td></td>
</tr>
</tbody>
</table>

Row 1: Source #1: It’s a Cold (Hot, Dry, Dark) Cruel World!
Row 2: Source #3: Don’t Step on the Ecosystem
Row 3: Source #2: Animal Architects

- **Some animals have developed special body features that help them survive in the place where they live.**
  - **Source #1:**
  - **Source #2:**
  - **Source #3:**

- **Animals and plants living together is important for their survival.**
  - **Source #1:**
  - **Source #2:**
  - **Source #3:**

- **Animals create environments where they are protected from the weather and kept safe and comfortable.**
  - **Source #1:**
  - **Source #2:**
  - **Source #3:**
Now begin work on your informational article. Manage your time carefully so that you can

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

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

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task</td>
<td>4</td>
<td>4.W.3.2</td>
<td>See Below</td>
</tr>
<tr>
<td>Item 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 4-Point Informational Performance Task Writing Rubric (Grades 3–5)

### Organization/Purpose

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

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.
## 4-Point Informational Performance Task Writing Rubric (Grades 3–5)

**Evidence/Elaboration**

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

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.

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

**Conventions**

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

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.

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.
A line segment is shown.

Use the Connect Line tool to draw a line segment perpendicular to the one shown.

Any vertical line segment that passes through the given line segment. Student may draw multiple line segments, as long as they are perpendicular to the given line segment.
Some friends buy a cake. Sam eats \(\frac{2}{10}\) of the cake. Julie eats \(\frac{3}{10}\) of the cake. Tyler eats \(\frac{4}{10}\) of the cake.

How much of the cake is left?

A  \(\frac{1}{1}\)  
B  \(\frac{1}{10}\)  
C  \(\frac{9}{10}\)  
D  \(\frac{9}{30}\)
A digit is missing in the addition problem shown.

11,□69
12,392
+ 24,921
48,582

What is the missing digit?

2
Select all the expressions that are equal to 1680.

- ✔️ 70 \times 24
- √ 40 \times 46
- ✔️ 56 \times 30
- ✔️ 42 \times 40
- ❌ 33 \times 50
A bus left the bus station and traveled 20 minutes to its first stop. The bus stayed at the first stop for 2 minutes. The bus arrived at the second stop 16 minutes later, at 9:19 a.m.

At what time did the bus leave the station?

8 : 41 a.m.
A shape is shown.

What is the area, in square feet, of the shape?

92
An angle is shown.

What is the measure, in degrees, of the angle?

45

1 2 3
4 5 6
7 8 9
0 . 

Key: 45, or any equivalent value
How can you use multiplication to find a fraction that is equivalent to $\frac{3}{5}$?

A. Multiply $\frac{3}{5}$ by itself.

B. Multiply the numerator by 3.

C. Multiply the numerator by 5 and the denominator by 3.

D. Multiply both the numerator and the denominator by the same number.
Kelly and Lucy have two different-sized sandwiches, as shown.

- Kelly ate \( \frac{2}{4} \) of her sandwich.
- Lucy ate \( \frac{3}{6} \) of her sandwich.

Kelly says that each girl ate the same amount of sandwich. Lucy disagrees.

Which statement is true?

A Kelly is not correct because \( \frac{3}{6} \) is greater than \( \frac{2}{4} \).

B Lucy is not correct because \( \frac{2}{4} \) is greater than \( \frac{3}{6} \).

C Kelly is correct because they each ate half of a sandwich.

D Lucy is correct because they each ate half of different-sized sandwiches.
Select all of the factors that 14 and 24 have in common.

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 7
- [ ] 14
- [ ] 24

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>4.NS.8</td>
<td>A, B</td>
</tr>
</tbody>
</table>
ILEARN Mathematics
Performance Task Item Answer Key
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.
ILEARN Science
Item Answer Key
A box turtle is walking through the woods at a steady speed of 45 centimeters per minute. Use the formula below to answer the question.

\[
\text{Distance} = \text{Speed} \times \text{Time}
\]

How far will the turtle travel in 90 minutes?

A 45 centimeters  
B 405 centimeters  
C 4,050 centimeters  
D 4,500 centimeters
Place the names for the parts of the keyboard in the correct boxes.

- Not all names may be used.

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
</table>
| 2    | 1   | 3-5.CD.1    | The student correctly labeled: 
  - function key 
  - number key 
  - spacebar 
  - letter key |
Frank’s cell phone is running very slowly and will not open new applications.

Click on each blank box and select a phrase to complete the sentence giving the first two actions Frank should try to fix his phone.

Frank should [ ] <power down the phone</power> and [ ] <uninstall apps he does not use</uninstall>.

The student selected:
“power down the phone”
AND
“uninstall apps he does not use.”
Scientists found fewer fish in areas of the Amazon rainforest where trees have been cut down. They share this information with the public using Table 1. Table 1 is incomplete. Determine how many fish are likely to live in regions with 20% and 50% tree coverage. Enter the number of fish found in the blank boxes in the table.

• There may be more than one correct response.

Table 1. Number of Fish Found in Each Region

<table>
<thead>
<tr>
<th>% Tree Coverage</th>
<th>Number of Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>60</td>
<td>22</td>
</tr>
</tbody>
</table>

The student entered:
“13, 14, or 15” fish in regions with 20% coverage
AND
“20 or 21” fish in regions with 50% coverage
A student makes models to show phases of the moon. He uses a flashlight for the sun. He uses a foam ball for the moon. He uses himself as Earth.

Figure 1 shows the two models.

Figure 1. Phases of the Moon

Which phases of the moon will the observer see at Position A and Position B?

- **Position A**
  - New Moon
  - Full Moon

- **Position B**
  - Half Moon
  - New Moon

- **Position A**
  - Full Moon
  - Crescent Moon

- **Position B**
  - Half Moon
  - Crescent Moon

Key: A
A town map is given in Figure 1.

Figure 1. Map of a Town

![Town Map Diagram]

The current location of business A has a negative effect on the river. A new business building will be built in the town. The new business building needs to have less effect on the river. Three possible solutions are given in Table 1.

Table 1. Solutions

| Solution 1: | Build the new business building next to the hospital. |
| Solution 2: | Build the new business building on the open land. |
| Solution 3: | Build the new business building on one of the green spaces. |

Identify the solution that would best reduce the effect of the new business building on the environment. Support your answer using information in Figure 1 and Table 1.

Type your answer in the space provided.

Solution 2 will do the most to reduce the impact of new businesses on the river if the new building is located a good distance from the river.
Three containers are filled with the same amount of sand. Three balls of the same mass are dropped into the containers of sand, as given in Figure 1. The balls each weigh 5 kilograms (kg). The heights of the containers are 3 meters (m), 2 m, and 1 m. The balls are dropped at speeds measured in meters per second (m/s). Each ball makes a different-sized crater in the sand, measured in centimeters (cm).

**Figure 1. Setup Made by the Student**

Table 1 gives data from the ball-drop investigation.

<table>
<thead>
<tr>
<th>Height (m)</th>
<th>Speed of the Ball (m/s)</th>
<th>Depth of the Crater (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>7.7</td>
<td>6</td>
</tr>
<tr>
<td>2.0</td>
<td>6.3</td>
<td>4</td>
</tr>
<tr>
<td>1.0</td>
<td>4.5</td>
<td>2</td>
</tr>
</tbody>
</table>

What can be concluded from the investigation?

A. The mass of the ball determines the speed of the ball.
B. The energy of the ball does not depend on the speed of the ball.
C. The size of the crater does not depend on the energy of the ball.
D. As the height of the ball increases, the energy of the ball increases.
Lily watches a toy car move down a ramp. The ramp setup is given in Figure 1.

**Figure 1. Ramp Setup 1**

Lily measures the car’s speed as 1.0 meters per second.

A teacher asks Lily to change the ramp setup to study the speed of the toy car. The new setup should increase the speed of the car.

The student tries three different ramp setups. The speed of the car in each setup is given in Table 2.

**Table 2. Speed of Car**

<table>
<thead>
<tr>
<th>Setup</th>
<th>Speed of Car (meters/second)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>4</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Rank how effective each setup is. Then, identify the reason for the ranking.

Click on each box and select a phrase or statement to complete the table.

<table>
<thead>
<tr>
<th>Setup</th>
<th>Rank</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Least effective</td>
<td>The car was slower than setup 1.</td>
</tr>
<tr>
<td>3</td>
<td>Most effective</td>
<td>The car was faster than setup 1.</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat effective</td>
<td>The car had the same speed as in setup 1.</td>
</tr>
</tbody>
</table>
Item 9

DOK 3

Standard(s) 4.PS.3

Key The student entered:
“a screw” AND “an inclined plane” AND “a wheel and axle”

Move the correct simple machines into each blank box to complete each sentence.

A construction worker uses [a screw] to hold two boards together.

A moving company worker uses [an inclined plane] to more easily load furniture into the back of a truck.

A delivery person uses [a wheel and axle] when she uses a bicycle to deliver flowers to customers.

Options:
- a wedge
- an inclined plane
- a screw
- a wheel and axle
Large-, medium-, and small-sized shapes are given. Follow the steps to create a design.

1. Place the medium-sized circle in the work area.
2. Place a square on the medium-sized circle so that the square fits inside the circle completely. All four corners of the square must touch the circle’s border.
3. Place a triangle on the medium-sized circle so that the triangle fits completely around the circle.

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>3-5.DI.1</td>
<td>For 1 point: The student placed the medium-sized square inside the medium-sized circle and placed the large triangle around these two objects</td>
</tr>
</tbody>
</table>

Shapes

<table>
<thead>
<tr>
<th>Shapes</th>
<th>Work Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Shapes" /></td>
<td><img src="image.png" alt="Work Area" /></td>
</tr>
</tbody>
</table>
ILEARN Science
Performance Task Item Answer Key
**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>

**A full credit (5 points) response includes:**

**Part A (for 1 points):**
Only “Mouse” and “Artic Fox” and “Eastern Gray Squirrel” are selected as Smaller Ears
AND
Only “Wild Cat” and “Jackrabbit” and “Fennec Fox” are selected as Larger Ears

**Part B (for 1 points):**
Student selected “40” for Mouse
AND
Student selected “75” for Wild Cat
AND
Student selected “5” for Artic Fox
AND
Student selected “75” for Jackrabbit

**Part C (for 1 points):**
“Animals with large ears live in places with warm average yearly air temperatures.” is selected

**Part D (for 1 points):**
“Animals living in places with cool air temperatures have different average body temperatures than animals living in places with warm air temperatures.” is selected

**Part E (for 1 points):**
Student selected “to cool animals”
AND
Student selected “transfer body heat to the air”
AND
Student selected “warm”
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](transfer body heat to the air) because they can [transfer body heat to the air](transfer body heat to the air).

This means that large ears help animals live in [warm](warm) climates.