2019 – 2020

RELEASED ITEMS REPOSITORY
ITEM ANSWER KEY

GRADE 5
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ILEARN
English/Language Arts (ELA)
Item Answer Key
### A 1 1 5.RN.2.1 A

Which sentence from the passage describes how Baum came up with the name "Oz" quickly?

- “Baum looked around the room until he noticed a filing cabinet . . .” (paragraph 3)
- “. . . but most of them came to hear the exciting stories Frank would tell.” (paragraph 9)
- “I was sitting in the hall, telling the kids a story, and suddenly this [tale] moved right in . . .” (paragraph 11)
- “It really seemed to write itself.”” (paragraph 11)
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
What does the word *published* mean in paragraph 12?

A) written by the author  
B) created with pictures  
C) voted on as a favorite book  
D) printed as a book to buy

**Part B**
Select the phrase that supports your answer in Part A.

12 The creator of Oz didn’t have to wait long to see the success of his American fairy tale. *The Wonderful Wizard of Oz* was published in 1900 and became the best-selling children’s book of the year. Bookstores demanded more copies, and Frank received thousands of letters from children begging him to write more about Oz.
Item | DOK | Standard(s) | Key
--- | --- | --- | ---
3 | 2 | 5.RN.4.1 | “Frank, a devoted father, spent hours spinning tall tales for his children.” OR “The store became a favorite stop for the children of the community.”

Select one sentence from the passage that shows the evidence the author uses to support the idea that L. Frank Baum enjoyed entertaining children.

“At a party in 1881, Frank met a young woman named Maud Gage. The following year the two were married, and in time had four sons. Frank, a devoted father, spent hours spinning tall tales for his children. During this time, Frank’s businesses experienced many setbacks and his poor health continued to plague him.

In 1888, Frank decided to try his luck on the western prairie. He moved his family to the boomtown of Aberdeen, South Dakota.

Once settled in Aberdeen, Frank wasted little time in setting up his new business, a variety store called Baum’s Bazaar. The store became a favorite stop for the children of the community.” (paragraphs 7–9)
Which **two** events from Baum’s life influenced his choosing to become an author?

- [ ] Baum became the manager of opera houses.
- [ ] Baum married a woman he met at a party.
- [x] Baum spent time making up tales for his sons.
- [ ] Baum grew up living on a country estate.
- [x] Baum told stories to the children who visited his store.
Select three statements that belong in a summary of Passage 1.

- The Great Father even asks the smallest humming-birds to help.
- The peetweet tells the Great Father that he does not want to help.
- The peetweet is slow and is the last one to fly to the Great Father.
- The sparrow asks the Great Father whether even small birds are also able to help.
- The Great Father punishes the peetweet by allowing him to only drink water from rocks.
- The Great Father calls all birds to come help the waters find their way into the mountains.

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<td>5</td>
<td>2</td>
<td>5.RL.2.2</td>
<td>B, E, F</td>
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</tbody>
</table>
How are the Great Father in Passage 1 and the Great Spirit in Passage 2 similar?

A. They both test the loyalty of others.
B. They both need others in order to survive.
C. They both use punishment to teach a lesson.
D. They both feel responsible for taking care of the world.
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

In Passage 1, how is the sparrow different from the peetweet?

- The sparrow is happy to help, while the peetweet behaves badly.
- The sparrow knows how to help the waters, while the peetweet does not.
- The sparrow is thirsty, while the peetweet is uninterested in finding water.
- The sparrow worries that he is too small, while the peetweet worries that he is too big.

**Part B**

Select **two** sentences that support the answer in Part A.

- ☐ “There is work to be done that only my birds can do.” (paragraph 1)
- ☑ “And can even as small a bird as I show them where to go?’ asked the sparrow eagerly.” (paragraph 4)
- ☐ “Yes,’ said the Father, ‘even my little humming-bird can help me.”’ (paragraph 5)
- ☑ “They never showed me where to go,’ said the lazy bird.” (paragraph 10)
- ☐ “When you are thirsty, you must look for a hollow in the rock where the rain has fallen, and there only shall you drink.’” (paragraph 12)
In Passage 2, how do the events in paragraphs 15–17 contribute to the plot?

A. They develop the setting by describing where the woman lives.
B. They develop the conflict by revealing the woman as selfish and thoughtless.
C. They lead to the resolution by explaining how the Great Spirit finally gets food.
D. They lead to the turning point by showing when the Great Spirit learns the truth.
Read the sentence from Passage 1.

“They should go to the seas, some should go to the lakes in the hollows among
the mountains, and some should make rivers that will dance over the rocks and
through the fields on their way to the sea.” (paragraph 3)

What does the phrase “dance over the rocks” help the reader to understand about
the water’s movement?

A. The water floods into the fields.
B. The water forms pools in the hollows.
C. The water finds the shortest route to the sea.
D. The water flows quickly through the mountains.
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is a theme in Passage 2?

- A Patience is always rewarded.
- B It can be difficult to please people.
- C There is a price to pay for being greedy.
- D People should learn to control their temper.

**Part B**

Which detail from Passage 2 supports the theme in Part A?

- A "‘You can have this cake,’ she said, ‘if you will wait for it to bake.’ ‘I will wait,’ he said.” (paragraph 15)
- B "Then the woman made another cake. It was still smaller than the others had been at first, but when she went to the fire for it, she found it the largest of all.” (paragraph 18)
- C "‘The Great Spirit was angry when he heard the words of the woman. He rose up from where he sat and threw back his cloak.’“ (paragraph 19)
- D "‘You shall no longer be a woman and live in a wigwam. You shall go out into the forest and hunt for your food in the bark of trees.’” (paragraph 19)
Indiana Department of Education  
ILEARN English/Language Arts (ELA) Item Key  
Performance Task – Grade 5

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<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
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<tbody>
<tr>
<td>Performance Task Item 1</td>
<td>3</td>
<td>5.W.5</td>
<td>Source #3: New Service Animal Rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Source #1: Monkey Helpers AND Source #2: Animals Helping People</td>
</tr>
</tbody>
</table>

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>Source #1: Monkey Helpers</th>
<th>Source #2: Animals Helping People</th>
<th>Source #3: New Service Animal Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who own businesses have to consider the well-being of all of their guests.</td>
<td>☐ ☐ ☑</td>
<td></td>
</tr>
<tr>
<td>Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability.</td>
<td>☐ ☑ ☐</td>
<td></td>
</tr>
</tbody>
</table>
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**

**Score: 2**
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.

**Score: 1**
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.

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

Exemplar 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.

Exemplar 0 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.

**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 #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.

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.

Exemplar 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.

Exemplar 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.
Now begin work on your opinion paper. Manage your time carefully so that you can

1. plan your opinion paper.
2. write your opinion paper.
3. revise and edit the final draft of your opinion paper.

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

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.
## 4-Point Opinion 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>
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</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:  
• 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 |

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.
## 4-Point Opinion 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>
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</table>
| The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that include; the effective 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 of 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 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:  
• 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 opinion and supporting idea(s) that includes partial or uneven 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 opinion and supporting idea(s) 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 Opinion Performance Task Writing Rubric (Grades 3–5) Conventions

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<tr>
<th>Score 2</th>
<th>Score 1</th>
<th>Score 0</th>
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</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.

**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.
ILEARN Mathematics
Item Answer Key
Elise is planting vegetables in a garden. She plants potatoes in $\frac{5}{8}$ of the garden. She plants onions in $\frac{1}{4}$ of the garden.

What fraction of the garden is left for Elise to plant more vegetables in?

$\frac{1}{8}$
Tiana has $\frac{22}{3}$ gallons of paint.

- She uses $\frac{1}{2}$ of the total amount to paint her room.
- She gives $\frac{3}{4}$ of the remaining paint to her brother.

How many gallons of paint does Tiana give to her brother?

1
Point $M$ is located at $(6, 7)$ on the coordinate plane. Point $N$ is located 5 units to the left and 2 units down from point $M$.

What are the coordinates of point $N$?

A (1, 5)  
B (4, 2)  
C (8, 12)  
D (11, 9)
A multiplication problem is shown.

31,302
× □
93,906

What is the missing number?

3

1  2  3
4  5  6
7  8  9
0  .  3/8
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<td>5.C.5</td>
<td>C</td>
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A fraction model is shown, where each large rectangle represents one whole.

Which expression models the shaded region?

- A \( \frac{2}{8} + 6 \)
- B \( 48 - 12 \)
- C \( \frac{2}{8} \times 6 \)
- D \( 48 \div 6 \)
Kyle records the rainfall, in inches, for four days and records his data on the line plot.

Rainfall

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<tr>
<td>0</td>
<td>1/2</td>
<td>1</td>
<td>1 1/2</td>
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Rain (inches)

Kyle then records the rainfall for a fifth day. The total rainfall for all five days is 5 1/2 inches.

What was the rainfall, in inches, on the fifth day?

\[ \frac{1}{4} \]
Ms. James’s class is making bracelets for a school fund-raiser. A bracelet is made of 3 pieces of string that are each 6 inches long.

How many yards of string does the class need to make 84 bracelets?

- A 36 yards
- B 42 yards
- C 48 yards
- D 54 yards

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<td>7</td>
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<td>5.M.1</td>
<td>B</td>
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</table>
Kiyah places some unit cubes inside a box as shown.

The volume of each cube is 1 cubic centimeter.

What is the total volume of the box, in cubic centimeters?

24
A fraction is shown.

\[
\frac{15}{7}
\]

Which expression is equivalent to this fraction?

- A 15 – 7
- B 15 ÷ 7
- C 7 – 15
- D 7 ÷ 15
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<tr>
<td>10</td>
<td>2</td>
<td>5.NS.4</td>
<td>458.2 or any equivalent value</td>
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What is $0.4582 \times 10^3$?

458.2

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<tr>
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ILEARN Mathematics
Performance Task Item Answer Key
How much more clay, in pounds, is needed to make a large bowl than a small bowl?

1.75 pounds
Zela wants to make a set of 6 mugs. The clay only comes in 1-pound blocks.

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

**Score: 2**
Student develops an approach to determine the number of pounds of clay needed to make 6 mugs.

AND

Student provides an explanation as to why 5 blocks are needed.

**Score: 1**
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.

**Score: 0**
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 \(4\frac{\text{half}}{}\) up.

\[
\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} = 4\frac{1}{2}
\]

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 \(4\frac{1}{2}\) up.

- **Exemplar 2 points**

Scoring Rationale: 2 points

The student correctly calculated that \(4\frac{1}{2}\) 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.

- **Exemplar 1 points**

Scoring Rationale: 1 point

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.

- **Exemplar 0 points**

Scoring Rationale: 0 points

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.

If she makes all of the projects it would take:
\[2.5 + 1.5 + 3.25 + 0.75 + 4.5 = 12.5\]

That doesn’t work. So she should make 2 small plates and 2 small bowls instead of the dinner plate. That takes exactly 12 pounds of clay.

Scoring Rationale: 2 points
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.

Exemplar 1 point

<table>
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<tr>
<th>B</th>
<th>I</th>
<th>U</th>
<th>T</th>
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<tbody>
<tr>
<td>2 large bowls = 6½ lb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 small bowls = 3 lb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 mugs = 1½ lb</td>
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<td></td>
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</tbody>
</table>

This means Lizzie has used all 12 lbs of clay.

Scoring Rationale: 1 point

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.

Exemplar 0 points

Lizzie would use all 12 lbs of clay if she makes all five projects.

Scoring Rationale: 0 points

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.
Zela is making a plan to use her 12 pounds of clay. She still wants to make 6 mugs. She also wants to make 6 small bowls.

Lizzie says:

“12 pounds is not enough to make 6 mugs and 6 small bowls. I know because I did the math.”

Zela says:

“It is enough if I make the bowls smaller!”

Make a plan for Zela to use no more than 12 pounds of clay to make 6 mugs and 6 bowls that are smaller than the bowls in the chart. Zela does not need to use exactly 12 pounds, but she would like to use most of the clay.

In the plan, state how much clay she should use for each of her smaller bowls. Her bowls should all be the same size.

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### Rubric

**Score: 2**

The student describes an amount of clay that meets the criteria (6 mugs $\times \frac{3}{4}$ and 6 bowls times a value between 1 and $1\frac{1}{2}$)

AND

The student gives a valid explanation for how this value meets the criteria.

**Score: 1**

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.

**Score: 0**

All other responses.
I already know that it takes 4½ pounds of clay to make 6 mugs so I have 7½ pounds left to make the bowls. 6 bowls × 1½ is 9. I don’t have enough. Zela can make them smaller. I think if she just takes 7 pounds and divides by 6, it will work. So 7/6 pounds per bowl. She’ll have some left over, but not much.

I already know that it takes 4½ pounds of clay to make 6 mugs so I have 7½ pounds left to make the bowls. 6 bowls × 1½ is 9. I don’t have enough. Zela can make them smaller. I think if she just takes 7 pounds and divides by 6, it will work. So 7/6 pounds per bowl. She’ll have some left over, but not much.

Scoring Rationale: 2 points
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 (7 1/2 lbs) and knew that 9 pounds would be needed if using the amount from the table. Although the student didn’t divide 7 1/2 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.

Exemplar 1 point

12 - 4 1/2 (mugs) = 7 1/2
1 1/2 + 1 1/2 + 1 1/2 + 1 1/2 + 1 1/2 = 6 wholes and 6 1/2s
6 1/2s = 3
Zela needs 6 + 3 = 9 lbs to make the bowls and only has 7 1/2. So she can’t make the bowls without making them smaller.

Scoring Rationale: 1 point
The student clearly shows that it will take 4½ pounds of clay for the mugs and when subtracting from 12 it leaves 7½ pounds to make the bowls. Furthermore, the student shows that by using the amount for each bowl given in the table (1½), 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.
Lizzie is correct because she did the math. Zela doesn’t have enough clay to make 6 mugs and 6 bowls.

Scoring Rationale: 0 points
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.
The box below contains a simplified version of the Mayflower Compact. It was written and signed by the people of the Plymouth colony.

We, whose names are below, join together to create a political body for our well-being and to further our goals and will enact just and equal laws from time to time for the general good of the colony, which we promise to obey.

—November 11, 1620

Based on the excerpt, what did the colonists agree to in order for self-government to work in the Plymouth colony?

A to defend fairness and protect property
B to create legal rules and follow those rules
C to follow religious teachings and serve others
D to vote for public leaders and defend the public good
### Item DOK Standard(s) Key

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<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>SS:5.1.15</td>
<td>D</td>
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Which problem that existed under the Articles of Confederation was addressed by the U.S. Constitution?

- A. Citizens of the states worried that the president was too powerful.
- B. The state governments were not allowed to trade with one another.
- C. Citizens of the states believed that they were being taxed too heavily.
- D. The federal government was too weak to handle rebellions in the states.
Select **three** ways that the judicial and legislative branches check the power of the executive branch.

- [ ] vetoing bills
- [x] voting to dismiss a veto
- [ ] making executive orders
- [x] impeaching a government official
- [ ] nominating judges to the Supreme Court
- [x] declaring presidential actions unconstitutional

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<td>B, D, F</td>
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Use the map to answer the questions.

In which region are the states numbered 4 and 7 located?

- A Northeast
- B Northwest
- C Southeast
- D Southwest

Key: C
Name TWO different rights or freedoms contained in the First Amendment that the citizens are using to address the issue described in the article.

1. freedom of speech
2. right to peaceably assemble
A region is known for its clean beaches, nice weather, and hiking trails. Many hotels and restaurants have also been built in the area.

Which worker would MOST LIKELY be found in the region described above?

- A coal miner
- A farm worker
- A tour guide
- A factory worker

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Select the boxes to show which characteristic was common in each colony.

<table>
<thead>
<tr>
<th></th>
<th>New England Colonies</th>
<th>Southern Colonies</th>
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<tr>
<td>Urban centers for shipbuilding</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Large farms for growing cash crops</td>
<td></td>
<td>✔️</td>
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<tr>
<td>Began as Puritan communities</td>
<td>✔️</td>
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Why did the South become a major agricultural center during the colonial period?

- The area had fertile land and mild weather.
- Most people in the area had large families to feed.
- The area was mountainous and full of forested land.
- Most people in the area were unwilling to work in factories.
The Anasazi were a Native American Indian group who lived in the Southwest from about 100 B.C. to A.D. 1300. They are known for building their homes in the sides of cliffs.

Which statement BEST explains why the Anasazi MOST LIKELY built their homes along cliffs?

- A. The cliffs could be used to grow crops.
- B. The cliffs provided opportunities for hunting.
- C. The cliffs provided protection from enemies.
- D. The cliffs had entrances that were easy to find.

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Select **two** examples of individual rights that are guaranteed by the Bill of Rights.

- [ ] going to college
- [x] joining a political protest
- [ ] running for political office
- [ ] traveling to other countries
- [x] attending a religious service