Kentucky Department of Education

Grade 4
Sample Released Questions

January 2004

This document contains released questions from the Kentucky Core Content Test. These questions are presented in the new test format that will be used for the 2004 KCCT. You will notice some design changes. Students will be indicating their answers to multiple-choice questions and writing their answers to open-response questions directly in the test booklet. Blank pages have been included where necessary so that each open-response question is facing the page on which students are to write their response. The number of items in this document does not necessarily match the number of items that will appear in the actual test booklets.

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The following is the general guide that will be used to evaluate your answers to open-response questions.

KENTUCKY GENERAL SCORING GUIDE

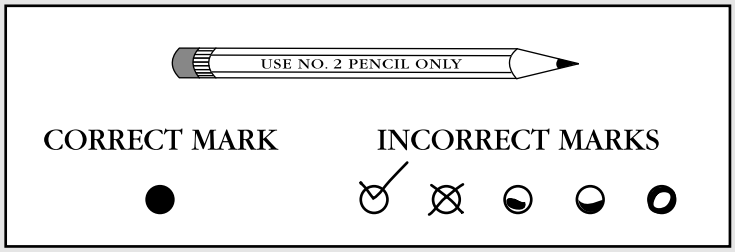
SCORE POINT 4	• You follow all directions and finish all parts of the question. • You are able to answer the question clearly so that others can understand. • You show that you completely understand the information that is asked about. • You show and/or explain the quickest and best way to get an answer. • You are able to show and explain what you know by using complex examples, by showing connections between ideas and the real world, by comparing different ideas, and/or by showing how the ideas work together.
SCORE POINT 3	• You follow the directions and finish most of the parts of the question. • You are able to answer the question clearly so that others can understand. • You show and/or explain that you understand the big ideas about the question but there may be a few little mistakes or wrong ideas.
SCORE POINT 2	• You follow some of the directions and finish some parts of the question. • Your answer may not be complete but it is clear so that others can understand. • You understand only parts of the information to answer the question.
SCORE POINT 1	• You understand only a small part of the information asked for in the question. • You only answer a small part of the question.
SCORE POINT 0	• Your answer is completely wrong or has nothing to do with the question.
BLANK	• You did not give any answer at all.

Kentucky Department of Education

Grade 4

Reading

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



- Use only soft black lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- When marking your answers to multiple-choice questions, make heavy, dark marks that completely fill the circle. Mark only one answer for each question.
- Erase completely any marks you wish to change.
- Make NO STRAY marks on any page of your test booklet.
- For the open-response questions, be sure you write your answers on the lines and in the spaces provided. Answers or parts of answers written outside the boxed areas cannot be scored.

READING

This test section contains four reading selections with a total of sixteen multiple-choice and four open-response (short-answer) questions. Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

Read the following article to find out one way that paper can be recycled. Then answer the questions that follow.

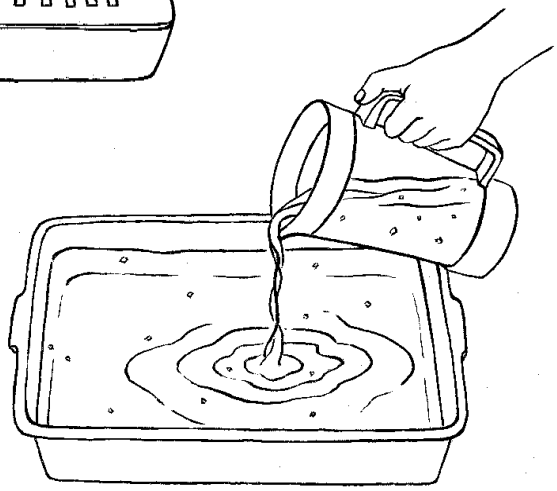
Recycled Paper

Here's how to make new paper out of old news. This paper will be grayish because of the newspaper, but the texture will be interesting when grass or tiny leaves are added. If you add herbs, such as lavender, you'll have scented paper. Handmade paper makes a wonderful gift.

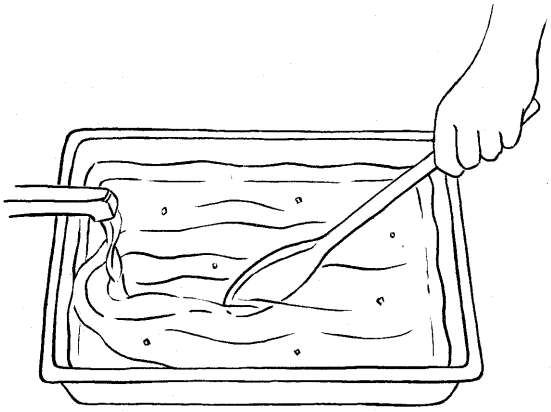
You'll need

newspaper cut into small pieces
other materials, such as bits of
  used envelopes (for whiteness),
  dried grass or vegetable peelings (for textures), dried herbs (for scent)
a blender or food processor
warm water
a spoon
a dishpan
a piece of window screen smaller than the dishpan
paper towels
sheets of newspaper
a rolling pin

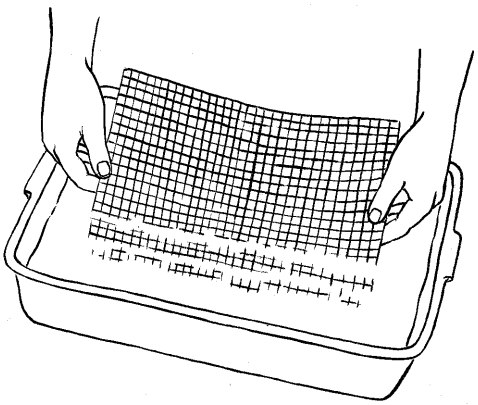
1. Put a handful of newspaper pieces and bits of the other materials into the blender. Be careful not to overfill the blender—half-full is fine. Add warm water, one spoonful at a time, and blend the materials into a mushy pulp. (The pulp shouldn't be runny.)



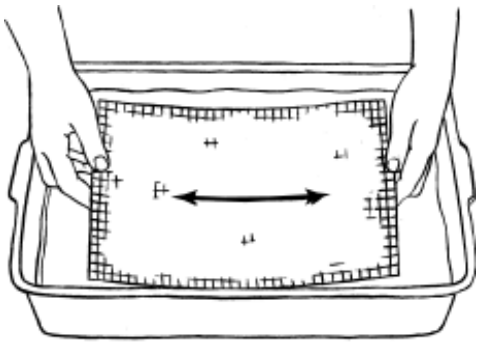
2. Pour the pulp into the dishpan. Make more pulp until the bottom of the dishpan is covered with a thin layer.



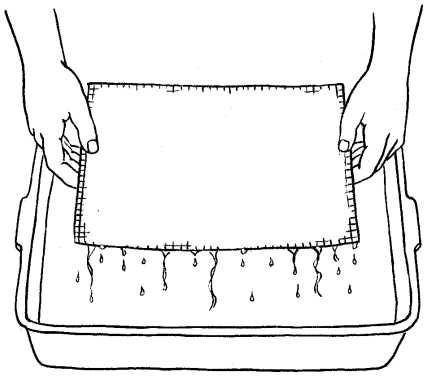
3. Add warm water to fill the dishpan more than halfway. Stir.



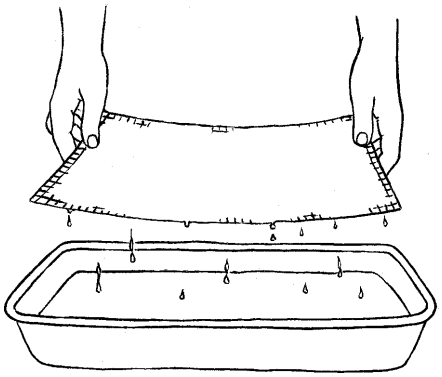
4. Hold the screen with both hands and slowly lower it into the dishpan.



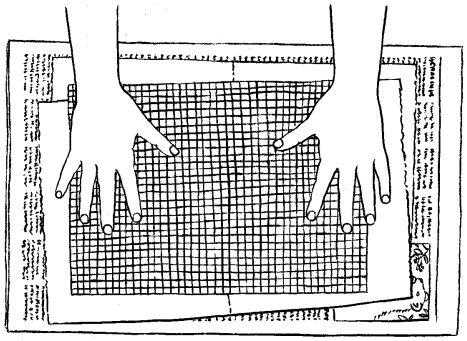
5. Shake the screen gently from side to side. You will see the pulp begin to cover the screen in a thick layer. (If the layer of pulp is thin, remove the screen and add more pulp to the dishpan.)



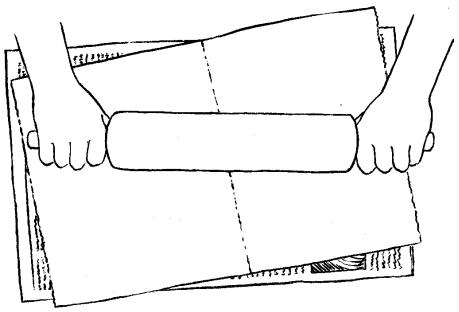
6. In one motion, lift the screen up and out of the pan.



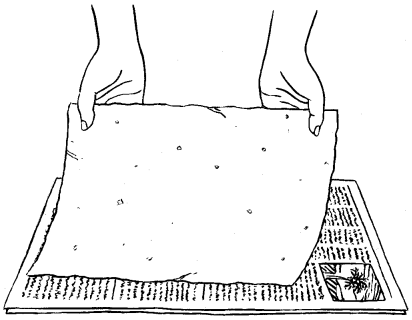
7. Let the excess water drip into the pan. (If the layer of pulp is still thin, scrape off the pulp and repeat the dipping process.)



8. Lay the paper towels out on newspaper sheets. Quickly flip the screen upside down onto the paper towels. Tap the screen so that the pulp falls onto the towels.



9. Cover the pulp with another towel and use the rolling pin to roll excess water from the new piece of paper.



10. Lay the new paper flat on sheets of newspaper and let it dry overnight. (To dry the paper quickly, ask an adult to help you iron the moisture out of it. First, cover the paper with a large sheet of absorbent scrap paper; then quickly iron it. When the pulp stops "steaming," the paper is dry. But be careful—too much heat and the paper will burn.)

Mark your answer choices for multiple-choice questions 1 through 4 in the spaces provided.

1. Everything below can be used when making pulp EXCEPT

   ○ old vegetable peelings.

   ○ bits of grass and leaves.

   ○ pieces of used newspaper.

   ○ recycled plastic bottles.

2. The instructions in the article tell how to recycle

   ○ brown paper bags.

   ○ old newspapers.

   ○ wrapping paper.

   ○ gray paper bags.

3. Pictures are used in the article "Recycled Paper" to show

- ○ how much of each ingredient to use.
- ○ the time it takes to complete each step.
- ○ how to make a newspaper.
- ○ the reader what to do.

4. In step 5, the purpose of the arrows is to help the reader understand that the screen is

- ○ to be shaken left and right.
- ○ to be lifted away from the pulp.
- ○ below the top of the dishpan.
- ○ covered with a layer of pulp.

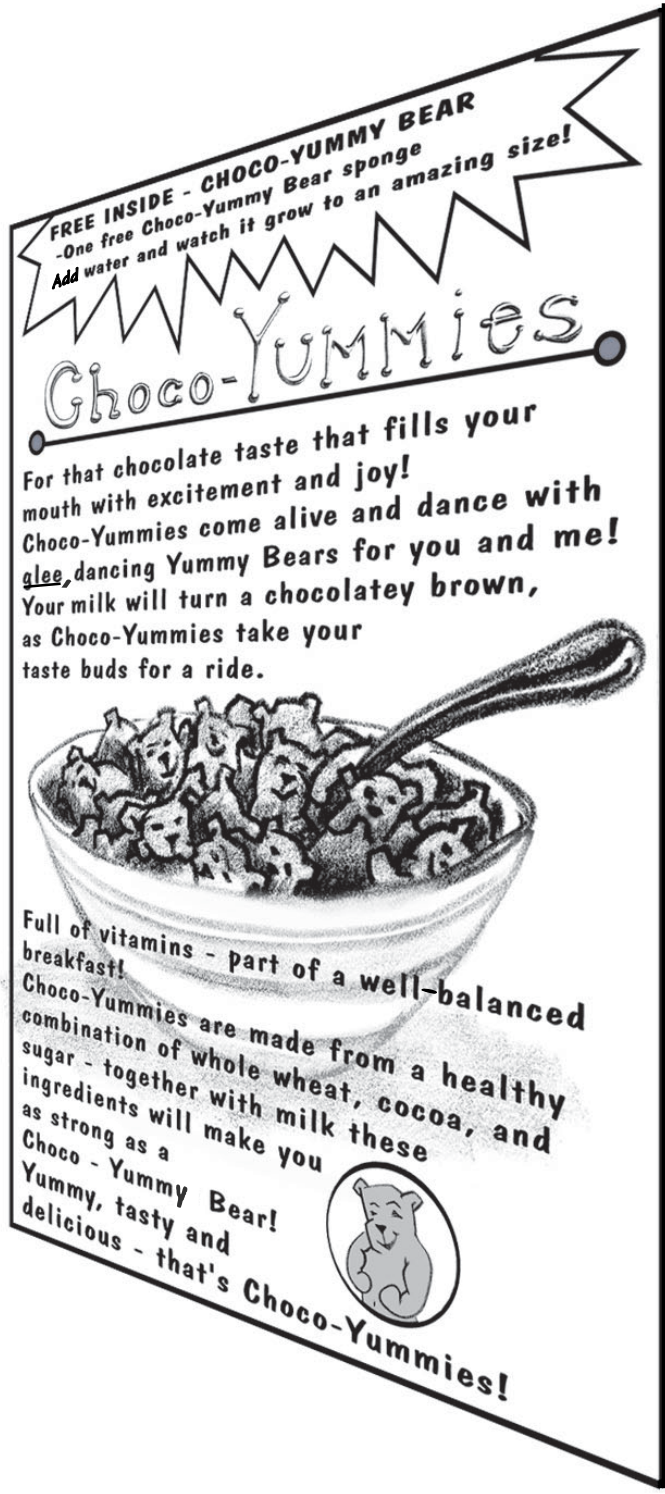
Write your answer to open-response question 5 in the space provided on the next page.

5. The article, "Recycled Paper," tells you how to make recycled paper by using certain ingredients and following certain directions. In your own words, describe step-by-step how you would teach a younger child to make recycled paper. Use information from the article to support your answer.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Cereal boxes advertise as well as give information. Read the cereal box shown below. Then answer the questions that follow.



Nutrition Facts

Serving Size: 3/4 cup (30g)
Servings Per Container: About 19

Amount per serving	Choco-Yummies	with 1/2 cup skim milk
Calories	130	170
Calories from Fat	30	30
	% Daily Value**	
Total Fat 3g*	5%	6%
Saturated Fat 0.5g	2%	3%
Polyunsaturated Fat 0g		
Monounsaturated Fat 1g		
Cholesterol 0mg	0%	1%
Sodium 210mg	9%	11%
Potassium 45mg	1%	7%
Total Carbohydrate 24g	8%	10%
Dietary Fiber 1g	4%	4%
Sugars 10g		
Other Carbohydrates 13g		
Protein 1g		
Vitamin A	5%	10%
Vitamin C	15%	15%
Calcium	4%	20%
Iron	25%	25%
Vitamin D	0%	10%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B6	25%	25%
Folic Acid	25%	25%
Zinc	25%	30%

* Amount in Cereal. A serving of cereal plus skim milk provides 3.5g fat, less than 5mg cholesterol, 270mg sodium, 250mg potassium, 30g carbohydrate (16g sugars) and 5g protein.

** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

INGREDIENTS: SUGAR, COCOA, WHOLE WHEAT, NATURAL FLAVORINGS, SALT, CORN SYRUP, COCONUT OIL AND ARTIFICIAL FLAVOR, BHA ADDED TO PACKAGE TO PRESERVE FRESHNESS.

Mark your answer choices for multiple-choice questions 6 through 9 in the spaces provided.

6. In the phrase "Choco-Yummies come alive and dance with glee," what does glee mean?

   ○ joy

   ○ singers

   ○ strength

   ○ dancers

7. Which is true according to the Nutrition Facts chart?

   ○ Brown sugar is listed as an ingredient.

   ○ Servings have 25 grams of carbohydrates.

   ○ There are about 19 servings in each box.

   ○ There is more vitamin D than niacin.

8. Which statement below is a fact?

   ○ Yummy, tasty, and delicious—that's Choco-Yummies!

   ○ Choco-Yummies are low in fat and sugar.

   ○ Choco-Yummies contain 3 grams of fat.

   ○ Every bite is full of fun and excitement.

9. Why is the name Choco-Yummies in large print on the front of the box?

   ○ It reminds the reader of all the ingredients.

   ○ It draws attention to the name of the cereal.

   ○ It reminds the reader that the cereal tastes good.

   ○ It makes the box look bigger.

Read all parts of the question before you begin. Write your answer to open-response question 10 in the space provided on the next page.

10. On the Choco-Yummies cereal box, there are several examples of facts and opinions.

    a. List TWO statements from the box that are opinions.

    b. Explain how these TWO statements make customers want to buy and eat Choco-Yummies.

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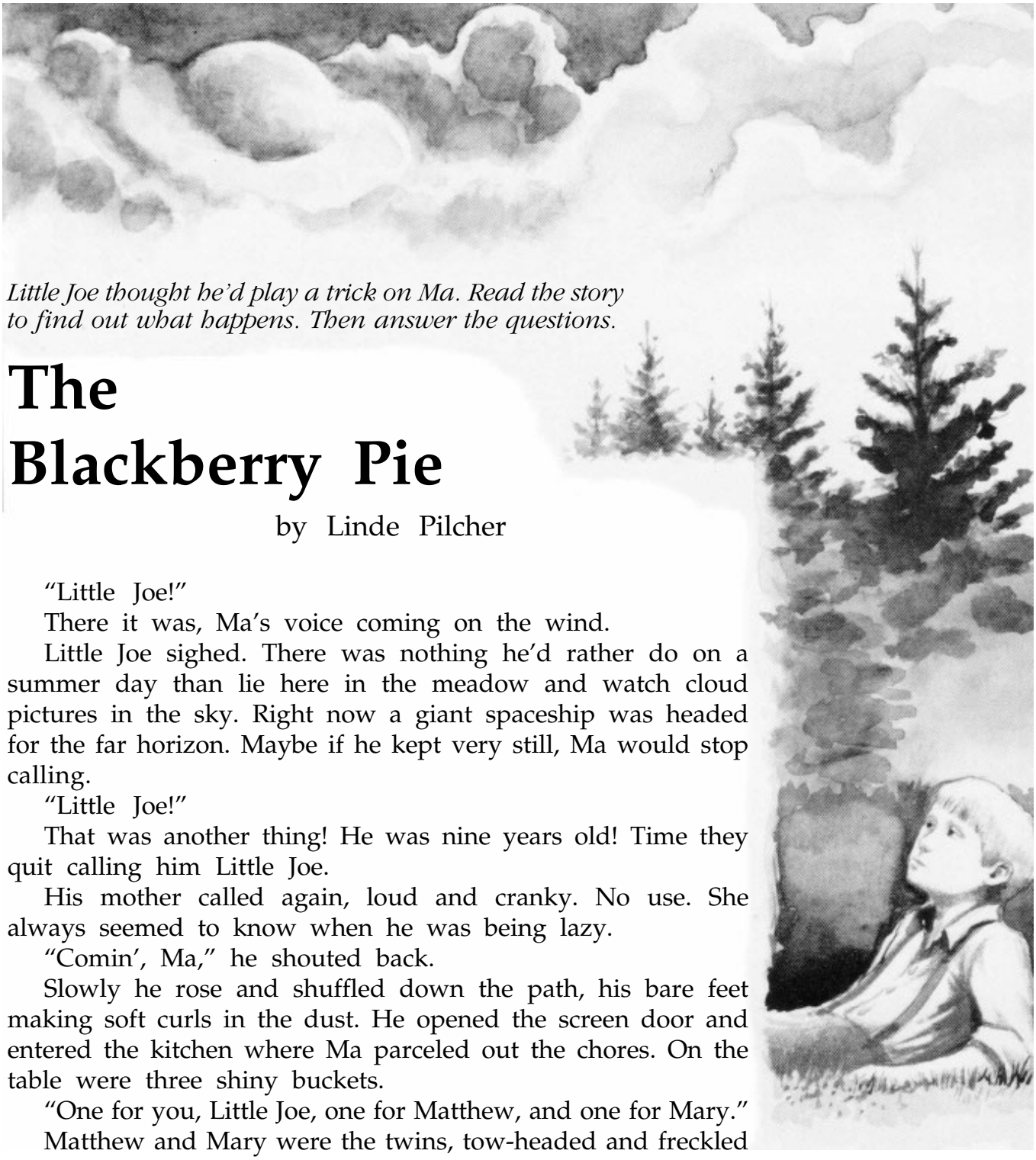
10.



Little Joe thought he'd play a trick on Ma. Read the story to find out what happens. Then answer the questions.

The Blackberry Pie

by Linde Pilcher

"Little Joe!"

There it was, Ma's voice coming on the wind.

Little Joe sighed. There was nothing he'd rather do on a summer day than lie here in the meadow and watch cloud pictures in the sky. Right now a giant spaceship was headed for the far horizon. Maybe if he kept very still, Ma would stop calling.

"Little Joe!"

That was another thing! He was nine years old! Time they quit calling him Little Joe.

His mother called again, loud and cranky. No use. She always seemed to know when he was being lazy.

"Comin', Ma," he shouted back.

Slowly he rose and shuffled down the path, his bare feet making soft curls in the dust. He opened the screen door and entered the kitchen where Ma parceled out the chores. On the table were three shiny buckets.

"One for you, Little Joe, one for Matthew, and one for Mary."

Matthew and Mary were the twins, tow-headed and freckled like he used to be when he was five years old. He was always getting stuck with them. Wouldn't you think Ma would know that he'd rather be with big kids like himself?

"I hear there's a good crop of wild blackberries on that logged-off land behind the mill," Ma said. "Fill your buckets, and I'll make each of you a little pie."

Joe headed out the door, Matthew and Mary trailing after him.

"Don't let the twins play in the creek, Little Joe. Don't you play there, either."

"Yes, Ma."

A short walk down an old logging road brought them to the berry patch.

"Can we pick with you, Joe?" asked Mary.

"We'll do better if we each find a patch," Joe replied.

Blackberry vines twined around every log and stump, and it wasn't hard to find spots for Mary and Matthew. Little Joe watched carefully to be sure that the twins were busy picking, then he headed for the creek, stopping now and then along the way to pick berries.

When he looked at his bucket, he saw that it was already a quarter full. He was bigger than Mary and Matthew and he could pick much faster. Surely Ma wouldn't mind if he took a minute to catch a polliwog or maybe even a bullhead.

He slid down the bank to the stream. It was running low at this time of the year, and mud oozed through his toes and dirtied the water. A skipper darted across the ruffled surface of the stream, and a tiny frog hopped out of his way. If there was anything he liked better than cloud-watching, it was playing in the creek.

He sailed little twig boats downstream, skipped rocks, and looked for polliwogs lying in pools beside the creek bed. If he could find a polliwog, he would put it in his goldfish bowl and watch it turn into a frog.

It seemed that he'd been down at the creek for only a few minutes when he heard Mary call, "I nearly got my bucket full."

"Oh my gosh," exclaimed Little Joe. His bucket was no fuller than it had been when he'd slid down the bank. Berries just didn't grow in the shade and the wet.

Quickly he took off his shirt and poured his berries into it. He filled his bucket half full with shiny rocks from the creek bed, dumped the berries on top, and put his shirt back on. He scrambled up the bank and began picking berries as fast as he could. By the time Mary and Matthew had their buckets full, his was up to the top.

Little Joe felt good walking home. Their buckets were all alike. Ma wouldn't know whose bucket had the rocks. Anyway, it was halfway full of berries, plenty for a pie.

Joe could smell the pies baking as he swung in the big tire in the fir tree. Ma was going to give them berry pie and a big glass of milk for lunch. If there was anything he liked, it was wild blackberry pie.

Finally Ma called them to wash up. They sat down at their usual places. Mary and Matthew started eating the golden brown pies in front of them, but Little Joe wanted to think on his a minute. Which side should he eat first? That was easy to decide. The side nearest. He set to it.

His fork broke through the crust and stopped. Something was wrong. His pie was not like Mary's or Matthew's. It was half full of rocks and berries – just like his pail. How could Ma have known that bucket was his?

Little Joe sneaked a look at his mother, but she was not looking at him. He drank his milk and quietly left the table.

"Sometimes," he whispered to himself, "it's spooky the way Ma always figures things out."

Mark your answer choices for multiple-choice questions 11 through 14 in the spaces provided.

11. Little Joe does not want to take care of the twins because he

- ○ wants to watch the spaceship.
- ○ does not want anyone to see him with the twins.
- ○ wants to be with the older kids.
- ○ wants to pick berries by himself.

12. Ma probably knew Little Joe had put rocks in the bucket because

- ○ the twins told her.
- ○ she understood Little Joe well.
- ○ his bucket was bigger than the others.
- ○ she had been watching him.

13. What did the author MOST likely want you to learn from this story?

- ○ We pay a price for cheating.
- ○ You should take care of your little brother and sister.
- ○ A person's age is not really important.
- ○ We should not daydream.

14. From what we know about Little Joe, he would MOST enjoy

- ○ working puzzles.
- ○ chopping firewood.
- ○ exploring the woods.
- ○ picking apples.

Write your answer to open-response question 15 in the space provided on the next page.

15. Little Joe's mother made his pie different from the others. Explain why she did that. Use examples from the story to support your answer.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

15.

Read the article below to find out how you can know if you have a fever and some ways you can treat a fever. Then answer the questions that follow.

What is a FEVER?

You know the feeling. You feel hot. A chill races through your body, causing an instant shiver. Your cheeks are flushed a rosy pink; you feel weak and sleepy. You have little interest in food. You want only a sip of cool water for your dry, scratchy throat. You know the feeling. It's a fever….

MEASURING A FEVER

It is important to know if you have a fever. The easiest way to find out is by checking your body temperature with a thermometer.

The most common way to measure your temperature is to place a thermometer under your tongue and close your mouth. This usually takes three to five minutes, depending on the type of thermometer used. Drinking a hot or cold beverage will alter the thermometer reading, so if you have eaten, it is best to wait 30 minutes before checking your temperature. If your temperature falls between 99 and 101 degrees F, then you have a low-grade fever. Anything from 101 degrees F to 103 degrees F is considered a moderate-grade fever and may need the attention of a doctor. A body temperature of 104 degrees F or above should be brought to a doctor's attention immediately.

TREATING A FEVER

You need to know how high your body temperature is so that you can treat the fever properly. When you have a fever, your body is working hard to fight off infection and rid the body of germs. It uses up fluid and energy quickly.

By drinking cool liquids, such as juices and water, you will help replace the lost fluids and help reduce the body's temperature. Wear light-weight clothing to allow air to cool the body naturally.

Resting also will help. This allows the body to conserve its energy. Most schools ask that you stay home when you have a fever. By staying home, you prevent the spread of germs to other students.

A cool bath may refresh you. The bathwater temperature should be about 70 degrees F.

It is important to tell an adult how you feel. Perhaps you will need to take medication to reduce a moderate to high fever. An adult will be able to help determine that.

Acetaminophen is most commonly used to reduce a fever. It is not recommended that you take aspirin if you are under age 19. A dangerous condition called Reye's syndrome can develop, causing fatal liver damage. It is always best to check with an adult before taking any medication!

Even though it is no fun to have a fever, this is one way your body tells you that something is not quite right. As you learn to listen to your body, you will see it is working hard to keep you a happy and healthy person.

Mark your answer choices for multiple-choice questions 16 through 19 in the spaces provided.

16. According to the article, which is NOT a sign of a fever?

- ○ You are not hungry.
- ○ Your nose starts to run.
- ○ Your throat is scratchy.
- ○ You want to drink water.

17. You have a low-grade fever if your temperature is

- ○ below 99 degrees F.
- ○ between 99 and 101 degrees F.
- ○ between 101 and 103 degrees F.
- ○ above 104 degrees F.

18. Aspirin is NOT recommended for anyone younger than 19 years old because it

- ○ does not lower a fever.
- ○ could cause a headache.
- ○ is difficult to swallow.
- ○ could damage the liver.

19. A doctor should ALWAYS be called when someone

- ○ takes an aspirin by mistake.
- ○ has a dry, scratchy throat.
- ○ has a temperature of 104 degrees F.
- ○ feels weak and sleepy.

Read all parts of the question before you begin. Write your answer to open-response question 20 in the space provided on the next page.

20. A fever causes changes in a person's body.

   a. Describe THREE ways that a fever changes a person's body.

   b. Using examples from the article, explain THREE ways that a fever can be treated.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

20.

STOP!

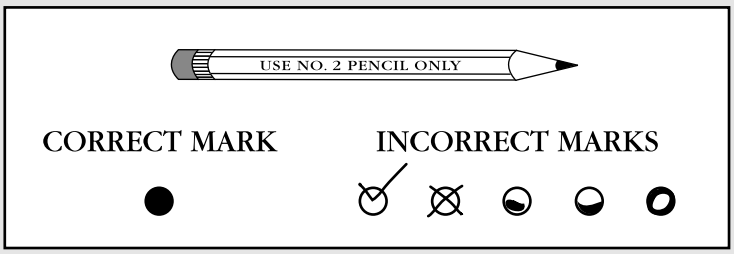
DO NOT MARK ON THIS PAGE

Kentucky Department of Education

Grade 4

Science

WHEN ANSWERING QUESTIONS IN THIS TEST BOOKLET



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SCIENCE

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. Which is MOST likely to make a rock break open?

   ○ dew evaporating on the rock

   ○ tree leaves decaying on the rock

   ○ snow melting in a crack in the rock

   ○ water freezing in a crack in the rock

2. All living and nonliving things that surround an animal are part of its

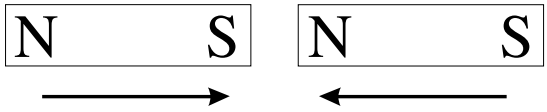
   ○ food chain.

   ○ life cycle.

   ○ environment.

   ○ atmosphere.

Use the illustration below to answer question 3.



3. Look at the two magnets above. If you push the two magnets toward each other as shown, the magnets will

   ○ break into many pieces.

   ○ turn in opposite directions.

   ○ be pushed away from each other.

   ○ be pulled toward each other.

DO NOT MARK ON THIS PAGE

SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to the open-response questions in the space provided in this test booklet. For each open-response question, use the grid provided in this test booklet to create any required charts or graphs. If a question does not require a chart or graph, write your written response over the grid lines.

Write your answer to question 4 in the space provided on the next page.

Paper Cup Telephone

4. Beth has made a telephone using two paper cups and a string. When she talks into one paper cup, her friend Joe can clearly hear her words through the other paper cup.

a. Explain how the paper cup telephone works.

b. Name TWO other examples in which sound can travel through solids.

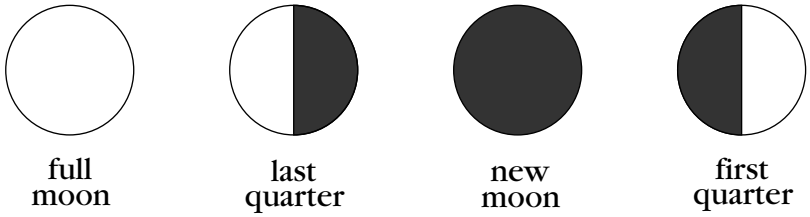
Do not write on this page. Please write your answer to this open-response question on the next page. ☞

4.

Write your answer to question 5 in the space provided on the next page.

Phases of the Moon

5. As the moon revolves around Earth, it appears to change shape. It changes from a full moon to a quarter moon to a new moon to a quarter moon again.



a. What is the source of the light of the moon?

b. Make a picture of the sun, Earth, and the moon that SHOWS why a quarter moon looks the way it does.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

5.

Write your answer to question 6 in the space provided on the next page.

Meat-Eaters

6. Many meat-eaters catch and eat other animals. Meat-eaters have different skills and physical features to help them do this.
   a. Name ONE meat-eater, other than a human, that catches and kills its prey.
   b. Describe THREE skills and physical features the meat-eater you chose uses.

Do not write on this page. Please write your answer to this open-response question on the next page. ☞

6.

STOP!

DO NOT MARK ON THIS PAGE

Kentucky Department of Education

Grade 4

Writing

GENERAL DIRECTIONS

This part of the test contains two writing tasks. Read the two writing tasks carefully. Choose only ONE of the tasks to complete.

You will have 90 minutes to complete this task. You may not work or confer with anyone.

- Think about what you want to write.
- Use a prewriting/planning activity such as making notes, outlining, webbing, mapping, clustering, or brainstorming on paper provided by your teacher.
- Write a draft on paper provided by your teacher.
- Revise and edit your draft. You may use a dictionary and/or thesaurus.

Write the FINAL copy in your test booklet using a #2 pencil.

These criteria will be used to score your work.

SCORING CRITERIA FOR ON-DEMAND WRITING

PURPOSE/AUDIENCE: The degree to which the writer maintains a focused purpose to communicate with an audience by:

- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employing a suitable tone
- allowing a voice to emerge when appropriate

IDEA DEVELOPMENT/SUPPORT: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:

- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

ORGANIZATION: The degree to which the writer creates unity and coherence to accomplish the focused purpose by:

- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

SENTENCES: The degree to which the writer creates effective sentences that are:

- varied in structure and length
- constructed effectively
- complete and correct

LANGUAGE: The degree to which the writer demonstrates:

- word choice
  - » strong verbs and nouns
  - » concrete and/or sensory details
  - » language appropriate to the content, purpose, and audience
- concise use of language
- correct usage/grammar

CORRECTNESS: The degree to which the writer demonstrates:

- correct spelling
- correct punctuation
- correct capitalization

Choose only ONE of the following writing tasks to complete.

WRITING TASK 1

SITUATION:

The local newspaper is having a "Good Friend" contest. To enter your friend, you must think of an event in your life when your friend did something with you or for you that showed what a terrific friend he or she is.

WRITING TASK:

Select your friend. (Remember, a friend could be a child your age or a grownup.) Choose an event that shows how your friend is a good friend to you. Write a letter to the newspaper that tells about that event so that people will know why your friend deserves to win.

OR

WRITING TASK 2

SITUATION:

You and your friend made plans a long time ago to spend this evening together playing. Now, because of the weather, you must play inside.

WRITING TASK:

Write a letter to your friend describing a game that you would like to play. Explain why this is the best game for two people to play indoors.

WRITING

Use a #2 pencil to fill in the circle that shows the number of the writing task that you have chosen.

TASK

① ②

STOP!

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SCORING INFORMATION FOR READING

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

Recycled Paper

1. Everything below can be used when making pulp EXCEPT

   ○ old vegetable peelings.

   ○ bits of grass and leaves.

   ○ pieces of used newspaper.

   ● recycled plastic bottles.

   Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
   Primary Core Content Code: 4.0.006 "Locate and apply information for authentic purposes."

   Percentage of test takers who answered this item correctly in 2000: 75

2. The instructions in the article tell how to recycle

   ○ brown paper bags.

   ● old newspapers.

   ○ wrapping paper.

   ○ gray paper bags.

   Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
   Primary Core Content Code: 4.0.006 "Locate and apply information for authentic purposes."

   Percentage of test takers who answered this item correctly in 2000: 92

3. Pictures are used in the article "Recycled Paper" to show

○ how much of each ingredient to use.

○ the time it takes to complete each step.

○ how to make a newspaper.

● the reader what to do.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 4.0.010 "Identify text features and organizational aids (e.g., bold face print, italics, illustrations) that provide additional clarity."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 4.0.008 "Explain why the correct sequence is important."

Percentage of test takers who answered this item correctly in 2000: 62

4. In step 5, the purpose of the arrows is to help the reader understand that the screen is

● to be shaken left and right.

○ to be lifted away from the pulp.

○ below the top of the dishpan.

○ covered with a layer of pulp.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 4.0.010 "Identify text features and organizational aids (e.g., bold face print, italics, illustrations) that provide additional clarity."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 4.0.007 "Follow the directions in a passage."

Percentage of test takers who answered this item correctly in 2000: 79

5. The article, "Recycled Paper," tells you how to make recycled paper by using certain ingredients and following certain directions. In your own words, describe step-by-step how you would teach a younger child to make recycled paper. Use information from the article to support your answer.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 4.0.007 "Follow the directions in a passage."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Secondary Core Content Code: 4.0.008 "Explain why the correct sequence is important."

Percentage of test takers in 2000 who received

a score of 4: 4
a score of 3: 20
a score of 2: 39
a score of 1: 29
a score of 0: 9

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes how to make recycled paper. Description includes all ingredients and clear paraphrasing of all steps in correct sequence. Response is supported with detailed information from the article.
3	Student generally describes how to make recycled paper. Description includes the basic ingredients and a paraphrasing of a sequential, step-by-step process. Response is supported with adequate information from the article.
2	Student provides a limited description of how to make recycled paper. Description includes some ingredients and some of the process. Response may be partially copied and/or out of sequence.
1	Student demonstrates minimal understanding (e.g., student lists some or all of the ingredients or some parts of the process **or** student copies steps from the article).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

6. In the phrase "Choco-Yummies come alive and dance with glee," what does glee mean?

- ● joy
- ○ singers
- ○ strength
- ○ dancers

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.001 "Use word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages."

Percentage of test takers who answered this item correctly in 2003: 85

7. Which is true according to the Nutrition Facts chart?

- ○ Brown sugar is listed as an ingredient.
- ○ Servings have 25 grams of carbohydrates.
- ● There are about 19 servings in each box.
- ○ There is more vitamin D than niacin.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.007 "Identify fact and/or opinion."

Percentage of test takers who answered this item correctly in 2003: 67

8. Which statement below is a fact?

○ Yummy, tasty, and delicious—that's Choco-Yummies!

○ Choco-Yummies are low in fat and sugar.

● Choco-Yummies contain 3 grams of fat.

○ Every bit is full of fun and excitement.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.007 "Identify fact and/or opinion."

Percentage of test takers who answered this item correctly in 2003: 53

9. Why is the name Choco-Yummies in large print on the front of the box?

○ It reminds the reader of all the ingredients.

● It draws attention to the name of the cereal.

○ It reminds the reader that the cereal tastes good.

○ It makes the box look bigger.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.005 "Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author."

Percentage of test takers who answered this item correctly in 2003: 85

10. On the Choco-Yummies cereal box, there are several examples of facts and opinions.

a. List TWO statements from the box that are opinions.

b. Explain how these TWO statements make customers want to buy and eat Choco-Yummies.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 3.0.007 "Identify fact and/or opinion."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 3.0.006 "Identify an author's opinion about a subject."

Percentage of test takers in 2003 who received

a score of 4: 11
a score of 3: 39
a score of 2: 31
a score of 1: 12
a score of 0: 5

Percentage of blank responses: 2

Scoring Guide

SCORE	DESCRIPTION
4	Student lists two statements from the box that are opinions and clearly explains how these two statements make customers want to buy and eat the cereal.
3	Student lists two statements from the box that are opinions and generally explains how these statements make customers want to buy and eat the cereal. **OR** Student lists one statement from the box that is an opinion and clearly explains how this statement makes customers want to buy and eat the cereal.
2	Student lists two statements from the box that are opinions and provides no explanation of how these statements make customers want to buy and eat the cereal. **OR** Student lists one statement from the box that is an opinion and provides a limited explanation of how this statement makes customers want to buy and eat the cereal.
1	Student demonstrates minimal understanding (e.g., student lists one statement from the box that is an opinion with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of statements:

- "...fills your mouth with excitement and joy!"
- "...will take your taste buds for a ride."
- "...will make you as strong as a Choco-Yummy Bear!"
- "Yummy, tasty, and delicious — that's Choco-Yummies!"

How statements make customers want to buy and eat the cereal:

- Makes cereal seem fun and exciting
- Makes cereal appealing to kids
- If kids want cereal, this will influence parents to buy it
- Makes kids (and parents) think that cereal will make kids stronger

11. Little Joe does not want to take care of the twins because he

○ wants to watch the spaceship.

○ does not want anyone to see him with the twins.

● wants to be with the older kids.

○ wants to pick berries by himself.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.009 "Explain a character's actions based on a passage."

Percentage of test takers who answered this item correctly in 2003: 70

12. Ma probably knew Little Joe had put rocks in the bucket because

○ the twins told her.

● she understood Little Joe well.

○ his bucket was bigger than the others.

○ she had been watching him.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.009 "Explain a character's actions based on a passage."

Percentage of test takers who answered this item correctly in 2003: 50

13. What did the author MOST likely want you to learn from the story?

- ● We pay a price for cheating.
- ○ You should take care of your little brother and sister.
- ○ A person's age is not really important.
- ○ We should not daydream.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.010 "Connect literature to students' lives and real world issues."

Percentage of test takers who answered this item correctly in 2003: 57

14. From what we know about Little Joe, he would MOST enjoy

- ○ working puzzles.
- ○ chopping firewood.
- ● exploring the woods.
- ○ picking apples.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.008 "Describe characters, plot, setting, and problem/solution of a passage."

Percentage of test takers who answered this item correctly in 2003: 77

15. Little Joe's mother made his pie different from the others. Explain why she did that. Use examples from the story to support your answer.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Primary Core Content Code: 1.0.009 "Explain a character's actions based on a passage."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read."
Secondary Core Content Code: 1.0.006 "Explain the meaning of a passage taken from texts appropriate for elementary school students."

Percentage of test takers in 2003 who received

a score of 4: 3
a score of 3: 15
a score of 2: 31
a score of 1: 30
a score of 0: 20

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly explains why Ma made Little Joe's pie different from the others. Student uses examples from the story to support the explanation.
3	Student generally explains why Ma made Little Joe's pie different. Student uses examples from the story to support the explanation.
2	Student provides a limited explanation of why Ma made Little Joe's pie different from the others. Student may or may not use examples from the story to support the explanation.
1	Student demonstrates minimal understanding (e.g., student provides a reason why Ma made Little Joe's pie different from the others with no explanation).
0	Student's respsonse is totally incorrect or irrelevant.
Blank	No student response.

Examples of reasons why Little Joe's mother made his pie different from the others:

- She want to teach him a lesson.
- She knows Little Joe well.
- Cheating and lying has a price, and Joe's price was getting a pie with rocks

16. According to the article, which is NOT a sign of a fever?

- ○ You are not hungry.
- ● Your nose starts to run.
- ○ Your throat is scratchy.
- ○ You want to drink water.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 2.0.008 "Identify main ideas and details that support them."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Secondary Core Content Code: 2.0.010 "Connect the content of a passage to students' lives and/or real world issues."

Percentage of test takers who answered this item correctly in 2003: 55

17. You have a low-grade fever if your temperature is

- ○ below 99 degrees F.
- ● between 99 and 101 degrees F.
- ○ between 101 and 103 degrees F.
- ○ above 104 degrees F.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 2.0.008 "Identify main ideas and details that support them."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Secondary Core Content Code: 2.0.010 "Connect the content of a passage to students' lives and/or real world issues."

Percentage of test takers who answered this item correctly in 2003: 88

18. Aspirin is NOT recommended for anyone younger than 19 years old because it

○ does not lower a fever.

○ could cause a headache.

○ is difficult to swallow.

● could damage the liver.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 2.0.008 "Identify main ideas and details that support them."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Secondary Core Content Code: 2.0.010 "Connect the content of a passage to students' lives and/or real world issues."

Percentage of test takers who answered this item correctly in 2003: 87

19. A doctor should ALWAYS be called when someone

○ takes an aspirin by mistake.

○ has a dry, scratchy throat.

● has a temperature of 104 degrees F.

○ feel weak and sleepy.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 2.0.008 "Identify main ideas and details that support them."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Secondary Core Content Code: 2.0.010 "Connect the content of a passage to students' lives and/or real world issues."

Percentage of test takers who answered this item correctly in 2003: 93

20. A fever causes changes in a person's body.

a. Describe THREE ways that a fever changes a person's body.

b. Using examples from the article, explain THREE ways that a fever can be treated.

Primary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Primary Core Content Code: 2.0.008 "Identify main ideas and details that support them."

Secondary Academic Expectation: 1.2 "Students make sense of the variety of materials they read"
Secondary Core Content Code: 2.0.010 "Connect the content of a passage to students' lives and/or real world issues."

Percentage of test takers in 2003 who received

a score of 4: 6
a score of 3: 22
a score of 2: 61
a score of 1: 10
a score of 0: 1

Percentage of blank responses: 0

Scoring Guide

SCORE	DESCRIPTION
4	Student describes three ways a fever changes a person's body and clearly explains three ways a fever can be treated. Response is supported with detailed information from the article.
3	Student describes three ways a fever changes a person's body and generally explains three ways a fever can be treated. Response is supported with some information from the article. **OR** Student describes two ways a fever changes a person's body and clearly explains two ways a fever can be treated. Response is supported with detailed information from the article.
2	Student describes two or three ways a fever changes a person's body and identifies two or three ways a fever can be treated with limited or no explanation. **OR** Student describes one way a fever changes a person's body and clearly explains one way a fever can be treated. **OR** Student describes three ways a fever changes a person's body **or** generally explains three ways a fever can be treated.
1	Student's response is minimal (e.g., student lists one or two ways a fever changes a person's body **or** student lists one or two ways to treat a fever).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of ways that a fever changes a person's body:

- Body feels hot
- Chills run through the person's body
- Cheeks flush
- Body feels weak, sleepy
- Person has little interest in food
- Throat is dry and scratchy

Examples of ways a fever can be treated:

- Drink cool liquids, such as juices and water
- Wear light-weight clothing to allow air to cool the body
- Rest the body to help conserve its energy; stay home to help prevent the spread of germs to other students
- Take a cool bath with the bathwater at 70 degrees F
- Take acetaminophen to reduce fever (Aspirin can be dangerous if you are under 19 years old.)

SCORING INFORMATION FOR SCIENCE

For each multiple-choice question, this section provides the correct answer, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, and the percentage of test takers who answered the item correctly. For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment that the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing expectations for performance at each score point.

1. Which is MOST likely to make a rock break open?

○ dew evaporating on the rock

○ tree leaves decaying on the rock

○ snow melting in a crack in the rock

● water freezing in a crack in the rock

Primary Academic Expectation: 2.6 "Students understand how living and nonliving things change over time and the factors that influence the changes."
Primary Core Content Code: 2.3.001 "The surface of the Earth changes. Some changes are due to slow processes such as erosion or weathering. Some changes are due to rapid processes such as landslides, volcanic eruptions, and earthquakes."

Percentage of test takers who answered this item correctly in 2003: 76

2. All living and nonliving things that surround an animal are part of its

○ food chain.

○ life cycle.

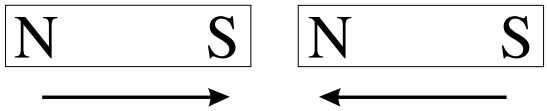
● environment.

○ atmosphere.

Primary Academic Expectation: 2.3 "Students identify and analyze systems and the ways their components work together or affect each other."
Primary Core Content Code: 3.1.001 "Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures)."

Percentage of test takers who answered this item correctly in 2003: 69

Use the illustration below to answer question 3.



3. Look at the two magnets above. If you push the two magnets toward each other as shown, the magnets will

○ break into many pieces.

○ turn in opposite directions.

○ be pushed away from each other.

● be pulled toward each other.

Primary Academic Expectation: 2.5 "Students understand that under certain conditions nature tends to remain the same or move toward a balance."
Primary Core Content Code: 1.3.004 "Magnets attract and repel each other, and magnets attract certain kinds of other materials (e.g., iron)."

Secondary Academic Expectation: 2.4 "Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed."
Secondary Core Content Code: 1.3.004 "Magnets attract and repel each other, and magnets attract certain kinds of other materials (e.g., iron)."

Percentage of test takers who answered this item correctly in 2003: 85

Paper Cup Telephone

4. Beth has made a telephone using two paper cups and a string. When she talks into one paper cup, her friend Joe can clearly hear her words through the other paper cup.

a. Explain how the paper cup telephone works.

b. Name TWO other examples in which sound can travel through solids.

Primary Academic Expectation: 2.4 "Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed."

Primary Core Content Code: 1.2.004 "Vibration is a type of motion. Sound is produced by vibrating objects. The pitch of the sound can be varied by changing the rate of vibration."

Percentage of test takers in 2003 who received

a score of 4: 3
a score of 3: 7
a score of 2: 39
a score of 1: 31
a score of 0: 19

Percentage of blank responses: 1

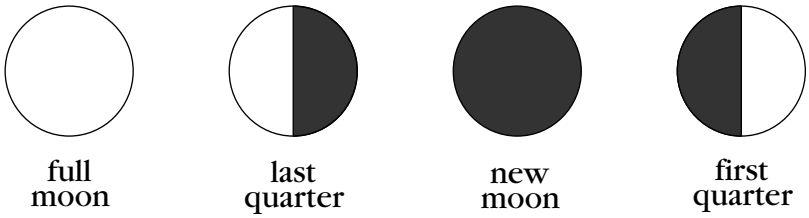
Scoring Guide

SCORE	DESCRIPTION
4	Student clearly explains how the paper cup telephone works. The student names two other examples in which sound can travel through solids.
3	Student generally explains how the paper cup telephone works. The student names at least one other example in which sound can travel through solids. The response may contain minor errors or reflect minor misconceptions.
2	Student provides a limited explanation of how the paper cup telephone works. The student names one other example in which sound can travel through solids. **OR** Student generally explains how the paper cup telephone works or names two other examples in which sound can travel through solids.
1	Student demonstrates minimal understanding (e.g., student provides a limited explanation of how the paper cup telephone works with no other examples **or** student names one other example in which sound can travel through a solid without explaining how the paper cup telephone works).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:
Sound waves travel by Beth's voice causing the particles in the string to vibrate. The vibrating particles cause the ones next to them to vibrate and the wave travels down the string until it reaches Joe's ear on the other end. Then the vibrations are passed on to his ear and he hears what Beth said. Sound also travels through the air when the particles in the air vibrate. Sound travels better through solids because the particles are closer together so the vibrations can pass more easily. Other examples of sound traveling better through solids than air would include putting your ear to a wall to hear people talking on the other side or putting your ear to the ground to hear something coming (footsteps, a train, etc.).

Phases of the Moon

5. As the moon revolves around Earth, it appears to change shape. It changes from a full moon to a quarter moon to a new moon to a quarter moon again.



a. What is the source of the light of the moon?

b. Make a picture of the sun, Earth, and the moon that SHOWS why a quarter moon looks the way it does.

Primary Academic Expectation: 2.2 "Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events."

Primary Core Content Code: 2.3.003 "Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. The moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month."

Percentage of test takers in 2003 who received

a score of 4: 9
a score of 3: 16
a score of 2: 21
a score of 1: 32
a score of 0: 21

Percentage of blank responses: 1

Scoring Guide

SCORE	DESCRIPTION
4	Student names the sun as the source of light of the moon. Student's picture of the positions of Earth, the moon, and the sun clearly shows why a quarter moon looks the way it does.
3	Student names the sun as the source of light of the moon. Student's picture of the positions of Earth, the moon, and the sun generally shows why a quarter moon looks the way it does. The response/picture may contain minor errors or reflect minor misconceptions.
2	Student names the sun as the source of light on the moon and describes that sunlight reflecting off the moon's surface is what is seen from Earth. Student's picture is incorrect or missing.
1	Student demonstrates minimal understanding (e.g., student names the sun as the source of light on the moon without discussing reflection; student's picture is incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:
The phases of the moon occur because the moon is seen by reflected sunlight and the moon is in orbit around Earth. When the moon is positioned between Earth and the sun, sunlight is reflecting off the side facing the sun; thus, we see a new moon (no reflection). When the moon is on the opposite side of Earth from the sun, the entire surface reflects light and we see a full moon. During the time the moon is halfway between these two positions, the half of the moon facing the sun is reflecting light. One half of the half facing us reflects light and we see a quarter moon.

6. Many meat-eaters catch and eat other animals. Meat-eaters have different skills and physical features to help them do this.
   a. Name ONE meat-eater, other than a human, that catches and kills its prey.
   b. Describe THREE skills and physical features the meat-eater you chose uses.

Primary Academic Expectation: 2.3 "Students identify and analyze systems and the ways their components work together or affect each other."
Primary Core Content Code: 3.3.001 "Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants."

Percentage of test takers in 2003 who received

a score of 4: 21
a score of 3: 23
a score of 2: 36
a score of 1: 15
a score of 0: 3

Percentage of blank responses: 2

Scoring Guide

SCORE	DESCRIPTION
4	Student names a meat-eater, other than a human, that catches and kills its prey. Student describes three skills and/or physical features that the meat-eater uses.
3	Student names a meat-eater, other than a human, that catches and kills its prey. Student describes two skills and/or physical features that the meat-eater uses.
2	Student names a meat-eater, other than a human, that catches and kills its prey. Student lists three skills and/or physical features that the meat-eater uses. **OR** Student names a meat-eater, other than a human, that catches and kills its prey. Student describes one skill and/or physical feature that the meat-eater uses.
1	Student demonstrates minimal understanding (e.g., student names a meat-eater, other than a human, that catches and kills its prey, but the description of skills and/or physical features that the meat-eater uses is incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:
Consumers are organisms that obtain energy and nutrients by eating other organisms. Meat-eaters, or carnivores, are one group of consumer. Carnivores that capture and eat animals are called predators. Examples include: bats eat insects, anemones eat fish, snakes eat frogs, and lions eat deer. Each carnivore has physical features that enable it to capture its prey such as wings, stinging cells, free jaw, sharp teeth, muscle and/or skeletal systems for quick movement. Animals also have skills or behaviors such as camouflaging, coloration or body forms, nocturnal daily cycles, and stalking abilities that function in capturing prey.

SCORING INFORMATION FOR WRITING

For each open-response question, this section provides the Academic Expectation(s) and Code(s) from the Core Content for Assessment which the question addresses, the percentage of test takers who scored at each score point, and a scoring guide describing performance at each score point.

WRITING TASK 1

SITUATION:

The local newspaper is having a "Good Friend" contest. To enter your friend, you must think of an event in your life when your friend did something with you or for you that showed what a terrific friend he or she is.

WRITING TASK:

Select your friend. (Remember, a friend could be a child your age or a grownup.) Choose an event that shows how your friend is a good friend to you. Write a letter to the newspaper that tells about that event so that people will know why your friend deserves to win.

Academic Expectation: 1.11 "Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes."

Core Content Code: 1.4 "*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives."

On-Demand Category: Narrate

Percentage of test takers in 2003 who achieved a performance level

of distinguished:	0
of proficient:	5
of apprentice:	61
of novice:	33
of novice non-performance:	<1

WRITING TASK 2

SITUATION:

You and your friend made plans a long time ago to spend this evening together playing. Now, because of the weather, you must play inside.

WRITING TASK:

Write a letter to your friend describing a game that you would like to play. Explain why this is the best game for two people to play indoors.

Academic Expectation: 1.11 "Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes."

Core Content Code: 1.4 "*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives."

On-Demand Category: Persuade

Percentage of test takers in 2003 who achieved a performance level

of distinguished:	0
of proficient:	6
of apprentice:	54
of novice:	39
of novice non-performance:	1