

Grade 4 English Language Arts Practice Test  
Scoring Guide (computer-based form)

Session	Sequence	Item Type	Key	Alignment
1 Research Simulation Task	1	MC	B	RI.4.4, L.4.6, RI.4.1
		MC	A	
	2	MC	C	RI.4.3, RI.4.1
		MC	B	
	3	MC	A	L.4.4, RI.4.1
		MC	C	
	4	MC	D	RI.4.3, RI.4.1
		MC	A	
	5	MC	D	RI.4.6, RI.4.1
		MC	C	
6	MC	C	RI.4.4, L.4.4, RI.4.1	
	MC	A		
7	MC	B	RI.4.2, RI.4.1	
	MC	C		
8	PCR	see rubric	RI.4.7, RI.4.9, W.4.2, W.4.4-10, L.4.1, L.4.2	
2 Literary Analysis Task*	9	MC	D	L.4.4, RL.4.4, RL.4.1
		MC	B	
	10	MC	C	RL.4.3, RL.4.1
		MC	B	
	11	MC	C	L.4.5, RL.4.4, RL.4.1
		MC	D	
	12	MC	A	RL.4.3, RL.4.1
		MC	A	
	13	MC	C	RL.4.3, RL.4.1
		MC	B	
14	PCR	see rubric	RL.4.3, RL.4.1, W.4.2, W.4.4-10, L.4.1, L.4.2	
2 Narrative Writing Task and	15	MC	A	RL.4.3, RL.4.1
		MC	B	
	16	MC	B	RL.4.3, RL.4.1
		MC	D	
	17	MC	D	RL.4.2, RL.4.1
		MC	A	
	18	MC	C	RL.4.3, RL.4.1
		MC	D	
	19	PCR	see rubric	W.4.3, W.4.4-10, L.4.1, L.4.2

**\*Since Session 2 on the actual test may be a Literary Analysis Task OR a Narrative Writing Task and 1-2 passage sets, the practice test includes both. This allows students and teachers to prepare for either possibility.**

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Scoring Guide (computer-based form)

Session	Sequence	Item Type	Key	Alignment
2 Reading Literary and Informational Text Set*	20	TE	see TE <sup>†</sup> item image at end of scoring guide	RL.4.2
	21	MC	D	RL.4.3
	22	MC	D	RL.4.3
	23	MS	B, C	RL.4.3
	24	MC	C	L.4.4, RL.4.4
	25	MC	B	RL.4.2, RL.4.1
	MC	D		
3 Reading Literary and Informational Texts	26	MC	D	RI.4.7
	27	MC	D	RI.4.7
	28	MC	D	RI.4.2, RI.4.1
		MC	C	
	29	MC	B	RI.4.8
	30	MC	C	RI.4.2, RI.4.1
		MC	A	
	31	TE	see TE <sup>†</sup> item image at end of scoring guide	RI.3.3
	32	MC	D	RL.4.2
	33	TE	see TE <sup>†</sup> item image at end of scoring guide	RL.4.5
	34	MC	B	RL.4.2, RL.4.1
		MS	D, E	
	35	MC	C	RL.4.5
	36	MC	C	RL.4.2, RL.4.1
		MC	D	
	37	MC	B	RI.4.3
	38	MC	B	L.4.4, RI.4.1
TE		see TE <sup>†</sup> item image at end of scoring guide		
39	MC	B	RI.4.7, RI.4.1	
	MC	B		
40	MC	C	RI.4.5	

<sup>†</sup>Technology Enhanced

**\*Since Session 2 on the actual test may be a Literary Analysis Task OR a Narrative Writing Task and 1-2 passage sets, the practice test includes both. This allows students and teachers to prepare for either possibility.**

## SCORING INFORMATION: GRADE 4

The table below summarizes the scoring of the 2016 ELA Tasks at grade 4.

<b>Scoring of Tasks on the 2016 ELA Tests: Grade 4</b>					
<b>Task</b>	<b>Dimensions</b>	<b>Points by Dimension</b>	<b>Total Points</b>	<b>Change from 2015 Scoring Rubrics</b>	<b>Rubrics</b>
Research Simulation	Reading/Written Expression*	16 points (4 times holistic score)	19	Reading and Written Expression combined into one dimension AND additional score point added (4, 3, 2, 1, 0, rather than 3, 2, 1, 0), increasing the total score points from 15 to 19	<a href="#">2016 Grades 4-5 Scoring Rubrics</a>
	Conventions	3 points			
Literary Analysis	Reading/Written Expression*	16 points (4 times holistic score)	19	Reading and Written Expression combined into one dimension AND additional score point added (4, 3, 2, 1, 0, rather than 3, 2, 1, 0), increasing the total score points from 15 to 19	
	Conventions	3 points			
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	No change	
	Conventions	3 points			

\*When scoring the Reading/Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading/Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

## #8 Research Simulation Task (RST) and #14 Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension and Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to task, purpose, and audience</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis.</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## #19 Narrative Writing Task (NWT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

- NOTE:
- The reading dimension is not scored for elicited narrative stories.
  - Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate.
  - The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

- A=No response
- B=Response is unintelligible or undecipherable
- C=Response is not written in English
- D=Off-topic
- E=Refusal to respond
- F=Don't understand/know

# Technology Enhanced Item Images/Keys

#20

## Before Response

First	
Middle	
Last	

The boy is about to give his mother the painting, but someone offers to buy it.

A boy searches for a golden earring.

A journalist wants to buy one of the special paintings.

As the boy grows up, he becomes rich and famous for his paintings of a parrot and the sun.

He gives his mother a picture of the parrot.

A boy interested in art is inspired by a story about a parrot and a golden earring.

## Correct Response

First	A boy interested in art is inspired by a story about a parrot and a golden earring.
Middle	As the boy grows up, he becomes rich and famous for his paintings of a parrot and the sun.
Last	He gives his mother a picture of the parrot.

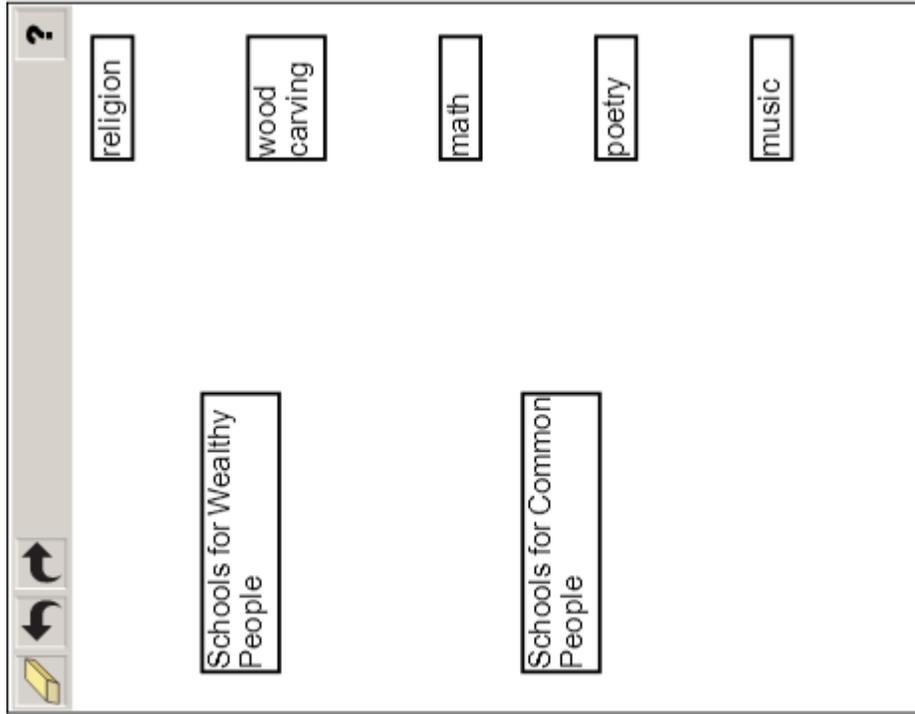
The boy is about to give his mother the painting, but someone offers to buy it.

A boy searches for a golden earring.

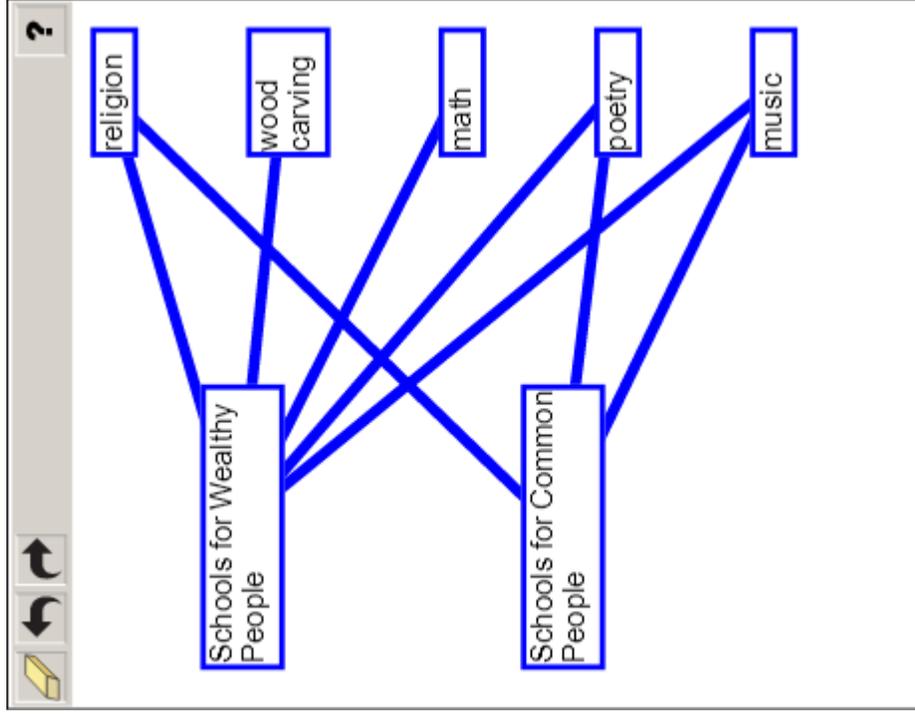
A journalist wants to buy one of the special paintings.

Technology Enhanced Item Images/Keys  
#31

Before Response



Correct Response



# Technology Enhanced Item Images/Keys

#33

## Before Response


The first and last line of each stanza are longer to create a steady rhythm.  
The words at the end of the lines create a regular rhyming pattern.  
Each stanza contains the same number of lines to create a dreamlike state.  
The same line is repeated at the end of each stanza.  
The poem begins and ends with a similar image, reading in bed at night.

## Correct Response

The words at the end of the lines create a regular rhyming pattern.
The poem begins and ends with a similar image, reading in bed at night.

The first and last line of each stanza are longer to create a steady rhythm.  
Each stanza contains the same number of lines to create a dreamlike state.  
The same line is repeated at the end of each stanza.

Technology Enhanced Item Images/Keys  
#38 Part B

Before Response

   ?

Characters might leap into high-tech planes or race through narrow city streets. Heroes often travel like lightning to catch the evil enemy.

Correct Response

   ?

Characters might leap into high-tech planes or **race through** narrow city streets. Heroes often travel like lightning to catch the evil enemy.