

This document contains the answers to all items on the grade 5 ELA Practice Test, as well as alignment and scoring information. Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task AND a Literary Analysis Task OR a Narrative Writing Task—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [Grade 5 ELA Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	PART A: A PART B: D	RL.5.4, L.5.5, RL.5.1
	2	EBSR	PART A: A PART B: D	RL.5.2, RL.5.1
	3	TE	PART A: A PART B: <a href="#">See TE Item Key</a>	RL.5.6, RL.5.1
	4	MS	PART A: D PART B: E, F	RL.5.2, RL.5.1
	5	TE	PART A: A, C PART B: <a href="#">See TE Item Key</a>	RL.5.2, RL.5.1, RL.5.3
	6	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	RL.5.6, RL.5.1; W.5.2, W.5.4, W.5.9; L.5.1, L.5.2
1 Reading Set	7	EBSR	PART A: D PART B: A	RL.5.4, L.5.4, RL.5.1
	8	EBSR	PART A: B PART B: B	RL.5.2, RL.5.1
	9	TE	<a href="#">See TE Item Key</a>	RL.5.3, RL.5.1
	10	MS	PART A: A PART B: A, F	RL.5.6, RL.5.1

Session	Sequence	Item Type	Key	Alignment
2 Research Simulation Task	11	MS	<b>PART A:</b> C, F <b>PART B:</b> D, F	RI.5.2, RI.5.1
	12	TE	<a href="#">See TE Item Key</a>	RI.5.3, RI.5.1
	13	EBSR	<b>PART A:</b> C <b>PART B:</b> A	L.5.4, RI.5.4, RI.5.1
	14	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RI.5.8, RI.5.1
	15	MS	<b>PART A:</b> A <b>PART B:</b> B, D	RI.5.6, RI.5.1
	16	EBSR	<b>PART A:</b> B <b>PART B:</b> D	L.5.4, RI.5.4, RI.5.1
	17	MS	<b>PART A:</b> D <b>PART B:</b> C, F	RI.5.5, RI.5.1
	18	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	RI.5.9, RI.5.1; W.5.2, W.5.4, W.5.9; L.5.1, L.5.2
3 Narrative Writing Task	19	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RL.5.3, RL.5.1
	20	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RL.5.2, RL.5.1
	21	EBSR	<b>PART A:</b> D <b>PART B:</b> B	RL.5.6, RL.5.1
	22	MS	<b>PART A:</b> A, C <b>PART B:</b> A	RL.5.3, RL.5.1
	23	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a> <a href="#">Sample Student Responses</a>	W.5.3, W.5.4; L.5.1, L.5.2
3 Reading Set	24	EBSR	<b>PART A:</b> D <b>PART B:</b> C	RI.5.8, RI.5.1
	25	MS	<b>PART A:</b> B <b>PART B:</b> A, F	RI.5.8, RI.5.1
	26	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RI.5.4, L.5.4, RI.5.1

Session	Sequence	Item Type	Key	Alignment
	27	TE	<b>PART A:</b> B <b>PART B:</b> <a href="#">See TE Item Key</a>	RI.5.2, RI.5.1
	28	TE	<b>PART A:</b> B <b>PART B:</b> <a href="#">See TE Item Key</a>	RI.5.3, RI.5.1
	29	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.5.8, RI.5.1
4 Reading Literary and Informational Texts	30	EBSR	<b>PART A:</b> A <b>PART B:</b> B	RL.5.4, L.5.5, RL.5.1
	31	EBSR	<b>PART A:</b> A <b>PART B:</b> B	RL.5.6, RL.5.1
	32	MS	<b>PART A:</b> C <b>PART B:</b> D, F	RL.5.5, RL.5.1
	33	TE	<a href="#">See TE Item Key</a>	RL.5.2, RL.5.1
	34	MS	<b>PART A:</b> D <b>PART B:</b> C, F	RI.5.2, RI.5.1
	35	EBSR	<b>PART A:</b> C <b>PART B:</b> A	L.5.4, RI.5.4, RI.5.1
	36	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RI.5.3, RI.5.1
	37	MS	<b>PART A:</b> B <b>PART B:</b> D, E	RI.5.8, RI.5.1
	38	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RI.5.3, RI.5.1
	39	TE	<a href="#">See TE Item Key</a>	RI.5.8, RI.5.1

Item Type	Description	Scoring Information
<b>Evidence-Based Selected Response (EBSR)</b>	<ul style="list-style-type: none"> <li>Two-part item</li> <li>Part A measures reading comprehension</li> <li>Part B asks for evidence to support part A</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): both parts correct</li> <li>Partial credit (1 point): Part A is correct; Part B is not correct</li> <li>No credit (0 points): <b>only</b> Part B is correct or neither part is correct</li> </ul>
<b>Multiple-Select (MS)</b>	<ul style="list-style-type: none"> <li>Requires more than one answer (required number of correct answers in <b>boldface</b> in question)</li> <li>Can have one part (e.g., asks student to select <b>three</b> summary details) or two parts (e.g., Part A asks students to choose <b>two</b> themes; Part B asks for evidence for themes)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): All answers correct</li> <li>Partial credit (1 point): for one-part MS item or an EBSR with MS in Part A, 1 of 2 or 2 of 3 answers are correct</li> <li>No credit (0 points): When MS is in Part A or for a one-part MS item, 0 of 2 or only 1 of 3 answers are correct <b>OR only</b> Part B is correct</li> </ul>
<b>Technology-Enhanced (TE)</b>	<ul style="list-style-type: none"> <li>May have one part <b>OR</b> be part of an EBSR item</li> <li>Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, matching information (refer to <a href="#">TEI document</a> for more information)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>TE Items that are part of an EBSR follow the same general rules as EBSR items.</li> <li>Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, <b>OR</b> if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1)</li> <li>Partial credit (1 point): depends on item type <ul style="list-style-type: none"> <li>For most one-part TE items: 1 point if student chooses at least half of the correct responses</li> <li>For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses</li> <li>For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses</li> <li>For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order <b>OR</b> when student chooses and correctly orders more than half of the correct responses</li> </ul> </li> <li>No credit (0 points): does not meet partial credit rules or for a two-part TE item, <b>only</b> part B is correct</li> </ul>

<p><u>Prose</u> <u>Constructed</u> <u>Response</u> <u>(PCR)</u></p>	<ul style="list-style-type: none"> <li>• Requires student to show understanding of text(s) by writing a multi-paragraph response</li> <li>• Addresses more than one text depending on the task and grade level (LAT: 2 texts; RST: 2 or 3 texts)</li> <li>• Requires evidence from texts</li> <li>• Measures Reading, Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)</li> </ul>	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> <li>• Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score</li> <li>• Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul> <p>NWT: Worth up to 12 points</p> <ul style="list-style-type: none"> <li>• Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score</li> <li>• Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul>
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## Key for Technology-Enhanced Items

### Session 1, Item 3

- 14 I took off my clothes, picked up my ax, and stepped down into the hole in the icy water. It came to my knees. Step by step, breaking the ice with my ax, I waded out.
- 15 The water came up to my hips, and then to my waist. The cold bite of it took my breath away. I felt my body grow numb. I couldn't feel my feet at all but I knew they were moving. When the water reached my armpits I stopped and worked my pole toward Little Ann. Stretching my arms as far out as I could, I saw I was still a foot short. **Closing my eyes and gritting my teeth, I moved on.** The water reached my chin.
- 16 I was close enough. I started hooking at the collar of Little Ann. Time after time I felt the hook almost catch. I saw I was fishing on a wrong angle. She had settled so low in the water I couldn't reach her collar. **Raising my arms above my head so the pole would be on a slant I kept hooking and praying.** The seconds ticked by. I strained for one more inch. The muscles in my arms grew numb from the weight of the pole.
- 17 Little Ann's claws slipped again. I thought she was gone. At the very edge of the ice, she caught again. All I could see now were her small red paws and her nose and eyes.

Session 1, Item 5

From *Where the Red Fern Grows*

“I shouted as loud as I could.” (paragraph 1)

“I shivered from the freezing cold of my wet shoes and overalls.” (paragraph 4)

“I couldn’t figure out what I had heard.” (paragraph 6)

“As I stared at the yellow glow of my light, the last bit of hope faded away.” (paragraph 9)

“I took off my clothes, picked up my ax, and stepped down into the hole in the icy water.” (paragraph 14)

“Closing my eyes and gritting my teeth, I moved on.” (paragraph 15)

“The Lighthouse Lamp”

“In the room at the foot of the light-house / Lay mother and babe asleep, . . . ” (lines 9–10)

“. . . And little maid Gretchen was by them there, . . . ” (line 11)

“ ‘I’ll go,’ said Gretchen, ‘a step at a time; / Why, mother, I’m twelve years old, . . . ’ ” (lines 33–34)

“ ‘. . . And I’ve learned to do as I’m told.’ ” (line 36)

“Then Gretchen up to the top of the tower, . . . ” (line 37)

“The sleet in her eyes and hair. / She fed the lamp, and she trimmed it well, . . . ” (lines 40–41)

Session 1, Item 9

Possible Descriptions

- angry
- forgiving
- protective
- sympathetic

Possible Supporting Evidence

- “...I might not come back in one piece.”
- “Claire's mother spotted me....”
- “...stood, dusted off her hands, and watched...”
- “...had his arm around his mama's leg...”

Description of Narrator's Feeling	Supporting Evidence for Narrator's Feeling	Description of Claire's Feeling	Supporting Evidence for Claire's Feeling
determined	“...making myself look her in the eye...”	undecided	“Everything was there, but nothing was happening one way or the other.”

Note: The image below shows the question prior to a response being entered.

Possible Descriptions

- angry
- determined
- undecided
- forgiving
- protective
- sympathetic

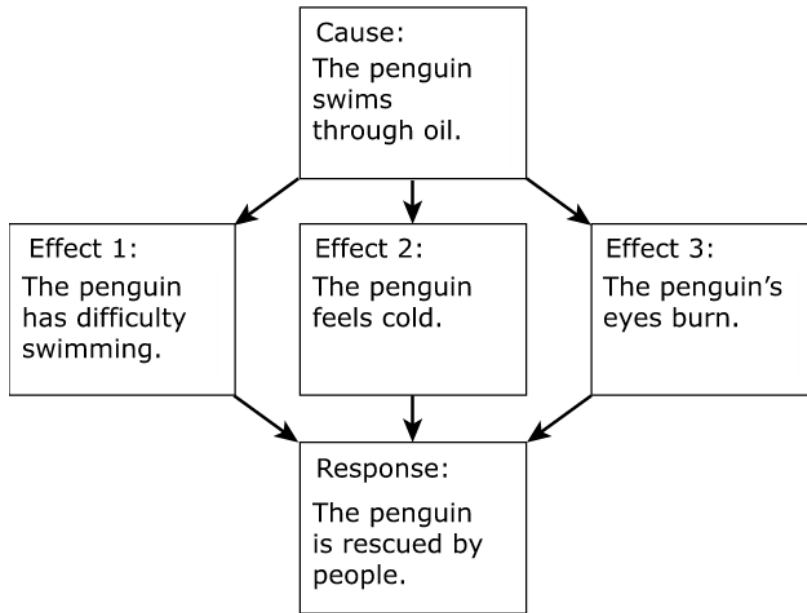
Possible Supporting Evidence

- “...I might not come back in one piece.”
- “Claire's mother spotted me....”
- “...stood, dusted off her hands, and watched...”
- “...making myself look her in the eye...”
- “...had his arm around his mama's leg...”
- “Everything was there, but nothing was happening one way or the other.”

Description of Narrator's Feeling	Supporting Evidence for Narrator's Feeling	Description of Claire's Feeling	Supporting Evidence for Claire's Feeling

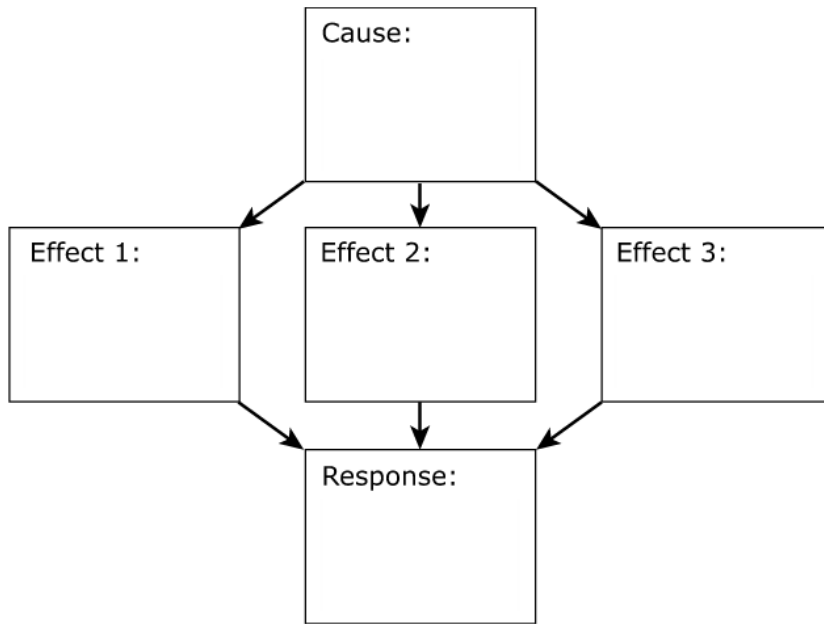


Session 2, Item 12\*



**\*The Effects do not have to be in a particular order.**

Note: The image on the next page shows the question prior to a response being entered.



The penguin's eyes burn.

The penguin swims through oil.

The penguin feels cold.

The penguin is rescued by people.

The penguin has difficulty swimming.

Session 3, Item 27\*

“different kinds of animals play in different ways” (paragraph 3)

“animals constantly monitor their behavior to keep play going” (paragraph 5)

“they often reverse roles” (paragraph 5)

“animals sometimes seem to prefer play that is a bit dangerous” (paragraph 6)

“more likely to get hurt” (paragraph 7)

“more creative and complex ways” (paragraph 9)

Main Idea 1

“play exercises the brain” (paragraph 10)

Main Idea 2

“when animals play, they are practicing skills” (paragraph 3)

\*The correct main ideas do not have to be in a particular order.

Note: The image on the next page shows the question prior to a response being entered.

“when animals play, they are practicing skills” (paragraph 3)

“different kinds of animals play in different ways” (paragraph 3)

“animals constantly monitor their behavior to keep play going” (paragraph 5)

“they often reverse roles” (paragraph 5)

“animals sometimes seem to prefer play that is a bit dangerous” (paragraph 6)

“more likely to get hurt” (paragraph 7)

“more creative and complex ways” (paragraph 9)

“play exercises the brain” (paragraph 10)

Main Idea 1

Main Idea 2

### Session 3, Item 28

- 4 Prey animals, such as elk, deer, or antelope, play differently. **They dash about like crazy, leaping wildly in the air—twisting, turning, twirling.** According to biologist John Byers of the University of Idaho, they act like they have “flies in their brains.” But these animals are rehearsing skills they’ll need one day to escape predators and avoid becoming dinner.
- 5 During play, animals constantly monitor their behavior to keep play going. If one animal plays too roughly, the play ends. To keep things fun, they often reverse roles. A stronger or dominant animal will lie on its back, assuming a submissive position, while a weaker animal gets to play “boss.”

**Session 4, Item 33**

**Summary of The Youngest Girl in the Fifth**

Miss Roscoe enters the classroom and calls for Gwen.

Gwen learns why Miss Roscoe is moving her to a different class level.

Miss Roscoe explains how other teachers will help Gwen.

Miss Roscoe rushes Gwen down the hall to her new class.

Gwen expresses a concern about mathematics.

Gwen objects when she learns about Miss Roscoe's plan.

Note: The image on the next page shows the question prior to a response being entered.

### Summary of The Youngest Girl in the Fifth

Gwen expresses a concern about mathematics.

Miss Roscoe rushes Gwen down the hall to her new class.

Gwen learns why Miss Roscoe is moving her to a different class level.

Gwen objects when she learns about Miss Roscoe's plan.

Miss Roscoe enters the classroom and calls for Gwen.

Miss Roscoe explains how other teachers will help Gwen.

Session 4, Item 39\*

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Opportunities	Challenges
was supported by the family	became a slave at a young age
was taught lessons by the twins	had to prove she was a poet

was able to travel by herself

could copy her lines of poetry

**\*The opportunities and challenges do not have to be in a particular order.**

Note: The image on the next page shows the question prior to a response being entered.



Opportunities

Challenges

became a slave at a young age  
was able to travel by herself  
was supported by the family  
had to prove she was a poet  
was taught lessons by the twins  
could copy her lines of poetry

Scoring of Grade 5 PCRs				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	<a href="#">NWT Rubric</a>
	Conventions	3 points		

\*When scoring the Reading Comprehension and 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 Comprehension and 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 and the LAT.

**Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p align="center">Reading Comprehension and Written Expression</p>	<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 the 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 the 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 the 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 coherent</b> 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 the 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>
<p align="center">Knowledge of Language and Conventions</p>		<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response 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 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 <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>

### Grades 4–5 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<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 and/or 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>
Knowledge of Language and Conventions	<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response 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 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 <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>

**NOTES:**

- The reading dimension is **not** scored for elicited narrative stories.
- Per the [Louisiana Student Standards](#), 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.