California Alternate Assessments Practice Test Scoring Guide

English Language Arts/Literacy

Grade 4

January 2019
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Guide Content

The California Alternate Assessment English Language Arts (ELA) Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tier levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternate ELA Assessment.
Grade Four Practice Test Items

Read the passage and answer questions 1-3.

Vocabulary Preview

Chris

Volcano

Mr. Baker

Rock carvings
A Class Trip to Lava Beds

Chris visits a park with his class. He wants to see a volcano.

Mr. Baker is the guide. Chris asks Mr. Baker where to find the volcano.
Mr. Baker tells the class about a hill with a sunken top. It is a volcano that is not active. Mr. Baker also tells the class about rock carvings. He explains how people carved into the rocks thousands of years ago.

Chris is amazed at the rock carvings.
Item | Grade | Category | Connector | Tier
---|---|---|---|---
1 | 4 | Literature | 4.RL.1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. | 1

**Who is in the story? Pick two answers.**

Chris

Becky

Mr. Baker

**Key:** Chris, Mr. Baker

**Rubric:**
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
What place in the park did we read about?

A

a river

B

a volcano

C

a forest

Key: B

Rubric: (1 point) The student selects the correct response.
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<tr>
<td>3</td>
<td>4</td>
<td>Foundational Skills</td>
<td>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</td>
<td>1</td>
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</table>

**Which word matches the pictures?**

A. hills

B. guide

C. carvings

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
Which part shows the name of the story?

**All Kinds of Apples**

Apples are fruit that grows on trees. They come in many different colors.

**Key:** See exemplar.

**Exemplar:**

Apples are fruit that grows on trees. They come in many different colors.

**Rubric:** (1 point) The student selects the correct response.
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<td>5</td>
<td>4</td>
<td>Language</td>
<td>4.RWL.i2 Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning.</td>
<td>1</td>
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**The band members played great music.**

Which pictures show the meaning of “band” as it is used in the sentence? Pick two answers.

**Key:** See exemplar.

**Exemplar:**

![Exemplar images]

**Rubric:**

(2 points) The student chooses the two correct responses.

(1 point) The student chooses one of the correct responses, but not both.
Packaging for a Trip

Packing a suitcase is part of getting ready for a trip.

It is a good idea to write down what to pack. You can pack based on groups.

- Bathroom items
- Clothes
- Shoes
Why does the writer use bullets?

A

B

C

Key: A
Rubric: (1 point) The student selects the correct response.
### Item 7

**Grade:** 4  
**Category:** Text Types and Purposes (Informative/Explanatory)  
**Connector:** 4.WI.q1 Provide a concluding statement or section to support the information presented.

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<tr>
<td>7</td>
<td>4</td>
<td>Text Types and Purposes</td>
<td>4.WI.q1 Provide a concluding statement or section to support the information presented.</td>
<td>1</td>
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**Which sentence is the ending of what we read?**

**The Library**

- First, you can check out books.  
- Some libraries also have story time.  
- Finally, there are computers kids can use.

**Key:** Finally, there are computers kids can use.  
**Rubric:** (1 point) The student selects the correct response.
Read the passage and answer questions 8-10.

**Vocabulary Preview**

- **African elephant**
- **Asian elephant**

**Tusks**

**Trunk**

**Two Kinds of Elephants**
There are two kinds of elephants: African and Asian. There are ways that they are different and ways that they are alike.

**How They Are Different**

African elephants can weigh more than two pickup trucks!

Asian elephants are not that heavy.

Elephant ears are also different sizes. African elephants have larger ears.

**How They Are Alike**

Each kind of elephant has two sharp tusks, which help to strip bark off trees.

Both kinds of elephants also have trunks. This long nose is very strong and useful.
Elephants use their trunks in several different ways.

To keep cool

To reach for food
Grade Four Practice Test Items

To breathe

To drink water

The two kinds of elephants are very interesting!
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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>Informational</td>
<td>4.RI.i3 Determine the main idea of an informational text.</td>
<td>2</td>
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</table>

**What is the main idea of what we read?**

A

Elephants live in many places around the world.

B

Elephants are strong like pickup trucks.

C

Elephants are different from each other.

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
Grade Four Practice Test Items

<table>
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<tr>
<td>9</td>
<td>4</td>
<td>Informational</td>
<td>4.RI.1.1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>2</td>
</tr>
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</table>

There is no sound in this video.

**What information is in both what we read and the video? Pick two answers.**

- what elephants eat
- where elephants live
- how elephants use their trunks
**Key:** what elephants eat, how elephants use their trunks.

**Rubric:**
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
This long nose is very strong and useful. Elephants use their trunks in several different ways.

Which words help us know what “trunk” means? Pick two answers.

- long nose
- very strong
- different ways

Key: long nose, very strong

Rubric:
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
<table>
<thead>
<tr>
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<td>11</td>
<td>4</td>
<td>Literature</td>
<td>4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</td>
<td>2</td>
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**At the Beach**

Adam goes for a walk on the beach with his friend Joann. They see waves crashing on the shore.

Joann finds beautiful rocks. She wants to take one of the rocks home. Adam helps Joann pick an interesting looking rock. Adam and Joann have a fun walk on the beach.
What did Joann find at the beach?

A  

B  

C  

Key: B
Rubric: (1 point) The student selects the correct response.
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<td>12</td>
<td>4</td>
<td>Literature</td>
<td>4.RL.11 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</td>
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**Helping at School**

Maggie likes helping others. Maggie helps her teacher pick up games after recess.

Her favorite job in the classroom is sharpening pencils.
How do we know that Maggie is helpful? Pick two answers.

She picks up games after recess.

She sharpens pencils.

She plays with her friends.

Key: She picks up games after recess. She sharpens pencils.

Rubric:
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
<table>
<thead>
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<th>Connector</th>
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<tr>
<td>13</td>
<td>4</td>
<td>Literature</td>
<td>4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.</td>
<td>2</td>
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</table>

**Visiting the Aquarium**

Lin’s class is visiting the aquarium. She is excited to see all of the different fish.

Lin and her class also get to pet some of the starfish in a pool. Lin’s teacher tells the class about the fish they see at the aquarium.
What is the story about?

A Learning about fish can be exciting.

B Museums are interesting.

C The zoo has different animals.

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
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<td>14</td>
<td>4</td>
<td>Informational</td>
<td>4.RI.3 Determine the main idea of an informational text.</td>
<td>2</td>
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The Statue of Liberty

The Statue of Liberty is a very familiar statue in New York City. But it was not built in the United States. It was built in France long ago. It is a gift from France to the United States.

What did we read about?

A

an airplane

B

a statue

C

a ship
Key: B
Rubric: (1 point) The student selects the correct response.
Item | Grade | Category | Connector | Tier
--- | --- | --- | --- | ---
15 | 4 | Text Types and Purposes (Informative/Explanatory) | 4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when useful to convey information about the topic. | 2

**Making Slime**

Slime is gooey and fun to make. Making your own slime is easy. Before you start, be sure to ask a parent or other adult to help you gather the materials needed.

To make slime, you will need: water, a bottle of glue, baking soda, shaving cream, and a mixing bowl.

Add the ingredients to the bowl. Stir the ingredients together with your hands until stretchy. Enjoy playing with your slime!

**What should be added to help us understand how to make slime?**

- [ ] A headings
- [ ] B timeline
- [ ] C pictures

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
Party Snack

To make a delicious party snack, you need these four foods:

- popcorn
- chocolate-covered candies
- pretzels
- nuts

First, ask an adult to help pop the popcorn in the microwave. Then, open the candy-covered chocolates, pretzels, and nuts.
What is the last step in making the party snack?

A. to eat the candy-covered chocolates

B. to stay away from a hot stove

C. to mix them together and share

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
### Brent's Perfect Day

Brent looks out at the clear, blue water. He can hear the waves crashing. He sees fish swimming just under the waves. Brent likes the way his toes feel in the warm, soft sand. He enjoys it so much.

Complete the sentences:

Brent feels **unhappy**. He loves the **beach**.

**Key:** glad, beach

**Rubric:**

(2 points) The student chooses the correct response for both targets.

(1 point) The student chooses the correct response for one of the two targets, but not both.
Read the passage and answer questions 18-20.

Vocabulary Preview

California

California

California is a big state. Each region of the state has different places to visit.

Sacramento is the capital of California. This is the city where the leaders make laws.
California also has a valley region. Farmers grow the crops that people eat.

Part of California has mountains. Redwood trees grow there. It gets very cold in the mountains.

California has a coastline. This is where the land meets the ocean. The coast has sandy beaches and cliffs.
There is even a desert in California. It is hot there. The desert is also where cacti grow.

California has many regions. All of these places are fun to visit.
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<tr>
<td>18</td>
<td>4</td>
<td>Informational</td>
<td>4.RI.i3 Determine the main idea of an informational text.</td>
<td>3</td>
</tr>
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</table>

What is the main idea in what we just read?

A  California has good beaches for swimming.

B  California has many different areas to visit.

C  California has many large cities.

Key: B

Rubric: (1 point) The student selects the correct response.
Part A

What is the capital of California?

A  Sacramento
B  Riverside
C  Fresno

Part B

Where is the beach?

A  valley
B  mountain
C  coast
<table>
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<tr>
<th>Part A</th>
<th>Key: A</th>
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<td>Rubric:</td>
<td>(1 point) The student selects the correct response.</td>
</tr>
<tr>
<td>Part B</td>
<td>Key: C</td>
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<td>Rubric:</td>
<td>(1 point) The student selects the correct response.</td>
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</table>

**Which heading could be used to tell about the different areas in California?**

- A. cities
- B. trees
- C. regions

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
A curious young bear finds a hollow log in the woods. He sticks his nose into a hole in the log. There, he finds a beehive filled with delicious honey!

A bee sees the bear trying to get the honey. The bee flies quickly into the log to protect it.
Suddenly, the other bees see the bear and return to their hive. They all chase the bear away.

What does the bear learn in the story?

A  A walk in the park is nice.

B  Playing hide-and-seek is fun.

C  Curiosity can get you into trouble.

Key: C
Rubric: (1 point) The student selects the correct response.
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<td>Text Types and Purposes</td>
<td>4.WI.q1 Provide a concluding statement or section to support the information presented.</td>
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**Which sentence could end the story?**

**Jeremy’s Extra Time**

Jeremy has finished his classwork. His teacher says he can pick a fun activity for his extra time. Jeremy can’t decide what to choose!

One day, Jeremy looked for clothes to wear.  
Finally, Jeremy finds a computer game to play.  
Then, Jeremy found a different book.

**Key:** Finally, Jeremy finds a computer game to play.  
**Rubric:** (1 point) The student chooses the correct response for the target.