



Grade 6



Smarter  
Balanced  
Assessment  
Consortium:

English/Language Arts CAT Practice Test  
Scoring Guide  
Grade 6

09/4/2015



Read the text. Then, answer the questions.

### **Libby's Graduation**

by M. G. Merfeld

It was final exam day—for my dog. And I was nervous.

It all started a few months ago when my mom and dad made a deal with me. After years of hearing me pester them about our need for a dog, they agreed to get one if I promised to care for it, train it, and love it.

"The dog will be your responsibility," Dad warned, "—and not just when it's convenient."

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

"I think she is part-kangaroo," I said as she bounced up and down on her hind legs to greet me.

She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

When Libby was six months old, Dad enrolled her in a puppy training class. I was to accompany them each Saturday for five weeks to learn how to train Libby to behave properly.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

"If we could harness her tail's energy," my dad said, "I think she could generate enough power to light up a small city."

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

Weeks 2 and 3 were more difficult. We were tasked with training Libby to avoid jumping on people when she met them and to walk on a leash without tugging ahead. When she was introduced to these concepts in class, she responded the way she usually did: she leapt on every dog owner in the class and pulled me around the room like she was leading a team of Alaskan sled dogs.

"Dad, she's not getting it," I told him a few days later. "She'd rather greet people and lick them to death than stay down and get a treat."

"You have to work with her more," he told me. "She'll come around."

When I objected, saying I didn't have enough time because of baseball practice and homework, my dad gave me his serious look. All he said was, "Remember our deal."

That was enough for me. Our trainer said we were supposed to keep a "smile" in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to "stop and sit" when she forged ahead. Libby would obediently sit and wait; then she would charge ahead. With so many starts and stops, our 15-minute walks stretched to half an hour.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to "stay" and "come."

"Teaching your dog to come when she is called can save her life," she said. "If she takes off chasing something into a dangerous area, she has to respond to your call."

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Now, it was time for her fifth class—her final exam and, hopefully, her graduation. It seemed strange that I was so nervous for Libby's final test. I wondered what would happen if she failed. Do dogs flunk?

When Libby's turn came, she nailed the sit, lie down, and stay commands. When I told her to stay and I crossed the room, she waited patiently, ignoring the other dogs, tilting her head to one side, and fixing her eyes on mine until I told her to "come." It was impressive. We made our way through the cones pretty well, too, with only a couple of brief "stops" needed when Libby pulled the leash ahead of me.

At the end, the teacher applauded. "I definitely think Libby gets the most improved award," she announced.

I hugged Libby and gave her a jackpot: five sausage treats. "Way to go, Libs," I said as she licked my cheek. I could smell the sausage all over my face, but I didn't care. "I'm so proud of you."

My dad put his hand on my shoulder and patted Libby on the head. "I'm proud of *both* of you."

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Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
1	6	1	1	2	RI-1	The student will identify text evidence to support a given inference based on the text.

**2686**



Which detail from the text **best** supports the idea that the narrator is feeling discouraged?

- (A) The narrator says that Libby is not understanding the training.
- (B) The narrator says that Libby leaps on other dog owners during class.
- (C) The narrator is disappointed about missing a trip to the water park with a friend.
- (D) The narrator hears Libby howl and whine when she sees the other dogs in class.

**Key:** A

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
2	6	1	2	2	RL-2	The student will summarize key ideas and events in a text.

**2668**



Which sentence from the text **best** summarizes the central idea of the text?

- (A) "It all started a few months ago when my mom and dad made a deal with me."
- (B) "'The dog will be your responsibility,' Dad warned, '—and not just when it's convenient.'"
- (C) "She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew."
- (D) "But the teacher said it was the most important class of the series because she was going to talk about the commands to 'stay' and 'come.'"

**Key:** B

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
3	6	1	3	2	RL-4, L-4.a	The student will use resources to determine the correct meaning of an unknown word in a literary text.

**2682**



First, read the dictionary definition. Then, complete the task.

(v) **1.** to use for a practical purpose

Click on the word that **most closely** matches the definition provided.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

"If we could harness her tail's energy," my dad said, "I think she could generate enough power to light up a small city."

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

**Key:** harness (selectable distractors are: greeted, generate, breezed, recognize)

**Rubric:** (1 point) Student selects the correct word.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
4	6	1	4	3	RL-6	The student will form an inference about a literary text and identify details within the text that support that inference.

**2669**



What inference can be made about the narrator's feelings about Libby's successes? Support your answer with details from the text.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul> <p><b>Responses may include (but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• (inference) They are close.</li> <li>• (inference) They both have worked hard.</li> <li>• (inference) The dog has done well in obedience training school.</li> <li>• (inference) other inferences supported by the text</li> <li>• (support) The narrator uses the word "nailed" to describe how Libby did on the test.</li> <li>• (support) "It was impressive" shows that the narrator is pleased with Libby's accomplishments.</li> <li>• (support) The narrator hugged Libby to show her enthusiasm and pleasure</li> </ul>	<p>One inference that could be made about the narrator is that although it was hard work and a lot of responsibility, it was worth it to see Libby succeed. The narrator worked extra hard to train Libby to come when she was called so she wouldn't go into the street. The narrator also gave up a trip to the water park so she wouldn't miss a puppy training class. It was all worth it in the end because Libby not only graduated, but was named most improved.</p>

	<p>about Libby's accomplishments.</p> <ul style="list-style-type: none"> <li>• (support) The narrator gave Libby "the jackpot" of five sausage treats to show her pleasure about Libby's accomplishments.</li> <li>• (support) The narrator says, "Way to go, Libs."</li> <li>• (support) The narrator says, "I'm so proud of you."</li> </ul>	
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains inference/conclusion with vague/limited information based on the text</li> </ul> <p><b>Responses may include those listed in the 2 point response.</b></p>	<p>One inference is that the narrator is happy about her dog. Libby did a good job in puppy class, she learned to sit and stay.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no explanation or no relevant information from the text</li> </ul>	<p>Libby is a great dog.</p>



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
5	6	1	5	3	RL-3	The student will analyze the relationships among characters' actions/interactions within one text.

**2670**



This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Read the paragraphs from the text.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.”

“Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.”

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Select the statement that **best** describes how the relationship between the narrator and Libby develops in the paragraphs.

- (A) The narrator is disappointed about missing the trip to the water park until she realizes the importance of Libby’s lesson.
- (B) The narrator was nervous about missing the trip to the water park with her best friend and later becomes excited to know that Libby is learning an important skill.
- (C) The narrator is unhappy that she is missing the trip to the water park with her best friend, which makes her regret having to take Libby to puppy training class.
- (D) The narrator is angry that she is missing the trip to the water park with her best friend, but realizes she made the agreement with her father to take Libby to puppy training

**Part B**

Which sentences from the text **best** support your answer in part A? Select **three** options.

- "I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class."
- "But the teacher said it was the most important class of the series because she was going to talk about the commands to 'stay' and 'come.'"
- "'Teaching your dog to come when she is called can save her life,' she said. 'If she takes off chasing something into a dangerous area, she has to respond to your call.'"
- "She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic."
- "So I worked extra hard on our homework that week."

**Key:**

Part A: A

Part B: "I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class."; "She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic."; "So I worked extra hard on our homework that week."

**Rubric:** (1 point) Student selects the correct response in Part A and the three correct responses in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
6	6	1	7	3	L-5	The student will interpret the meaning of a figurative phrase used in context and its impact on meaning and tone.

**2671**



Read the sentences from the text.

Our trainer said we were supposed to keep a "smile" in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to "stop and sit" when she forged ahead.

What does the phrase "tight-lipped grin" suggest about the narrator's comfort level with her dog? Select **two** choices.

- The narrator is anxious with her dog.
- The narrator is confident with how to teach her dog.
- The narrator is confused about how to lead her dog.
- The narrator feels a sense of pride in training her dog.
- The narrator is cautious when holding the leash of her dog.
- The narrator is excited to begin the important lesson with her dog.

**Key:** The narrator is anxious with her dog.; The narrator is cautious when holding the leash of her dog.

**Rubric:** (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
7	6	1	7	3	RL-5	The student will analyze the impact of word choice on reader interpretation of meaning or tone.

**2683**



Read the sentences from the text and the question that follows.

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

"I think she is part-kangaroo," I said as she bounced up and down on her hind legs to greet me.

She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

What do the descriptions "part-kangaroo" and "run like a racehorse" suggest about Libby?

- (A) She does not behave well.
- (B) She is playful and attentive.
- (C) She does not act like a dog.
- (D) She is energetic and excitable.

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
8	6	2	1a	3	W-3.b	1. (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by e. providing closure that follows logically from the narrative

**2596**



A student is writing a narrative for class about a speech contest. Read the draft of the narrative and complete the task that follows.

The big day had finally arrived. I had won the local speech contest and had advanced to the regional, representing Madison Middle School. Now it was the state competition. I waited backstage for the host to announce my name. Even though I had practiced much, I was extremely nervous. My heart was thumping, my mouth was dry, and my palms were sweating. "You're ready for this," I told myself. Still, picturing an audience of parents, teachers, and classmates made me want to totally disappear.

Patrick, my best friend, reminded me, "You'll do great. You're prepared. You've come this far."

I nodded affirmatively. Patrick was right. I was ready for this, and besides, I won first place in the earlier contests. Yet, I pictured all eyes on me waiting for me to mess up. My heart was gradually sinking into my stomach.

"You can't back out now," I told myself as Mr. Nichols, the host, announced my name and the title of my speech, "My Hero."

Patrick smiled and gave me a pat on the back. The next thing I knew, I was walking confidently across the stage to the microphone. Taking a deep breath, I greeted the audience and began my speech. I heard my voice, strong and steady. I told myself, "This is great. I feel prepared and have something to share with my audience."

The time flew past. I delivered my conclusion and said a final "Thank you."

In one paragraph write an ending to the narrative that follows logically from the events or experiences in the narrative.

Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> <li>provides an adequate transition from the "body of the story" to the ending/conclusion</li> <li>provides an appropriate ending to the narrative that provides a sense of closure and/or follows logically from the events or experiences in the story</li> </ul>	<p>The audience began clapping, rising, and standing up saying, "Way to go, Eric." gave the audience a final bow and walked backstage, feeling really good about my speech. From this experience, I learned that speaking on stage is an opportunity to share my thoughts with an audience. I also learned that having a good friend and practicing</p>

		<p>helped me be a better speaker. I was more prepared, sincere, and enthusiastic.</p> <p><b>Annotation:</b> This response provides a logical ending, based on the experience as described in the stimulus. This response incorporates a “lesson learned,” which is appropriate and effective although not all “2” responses would include such reflection.</p>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>• provides a limited and/or awkward transition from the “body of the story” to the ending or conclusion</li> <li>• provides a general or partial ending to the narrative about a speech contest that may provide a limited sense of closure and/or somewhat follow logically from the events or experiences in the story</li> </ul>	<p>I bowed and walked off stage. I know that having a good friend and practicing helped me be a better speaker.</p> <p><b>Annotation:</b> The response offers a limited sense of closure (“walking off the stage” is self-evident, although it does transition from the stimulus). This response attempts to reflect on the experience, but the sense of closure is limited by the generality—“practice...worked,” which merely repeats an idea from the first paragraph of the stimulus). Note: Other “1” responses may have other rubric strengths/weaknesses but would be overall “limited.”</p>
0	<p>The response:</p> <ul style="list-style-type: none"> <li>• provides a minimal or no transition from the “body of the story” to the ending/conclusion; or the transition relies on summary, repetition of details, or addition of extraneous details</li> <li>• provides an unclear or incomplete ending to the narrative that provides little or no closure and/or does not follow logically from or contradicts the events or experiences in the story</li> </ul>	<p>My friend Patrick had told me that I would do a good job.</p> <p><b>Annotation:</b> While the response is not illogical or extraneous (Patrick <i>did</i> tell him he would be fine), it does not provide any sense of closure. Other types of “0” papers might receive the score because the ending is illogical, or because the ending does not flow from the previous paragraph, etc.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
9	6	2	1b	2	W-3.c	(Organization) The student will revise narrative texts by identifying/choosing improved narrative elements such as d. Transition strategies to convey sequence, establish pacing, signal shifts in time or place

**2513**



A student wrote a narrative for a creative writing contest. Her teacher suggested that she add a transition sentence to connect the paragraphs below. Read the draft of the narrative and the directions that follow.

On the first day of middle school, Grace marched onto the school bus and slid into an empty seat. She wondered how many more times she would have to ride the bus without her best friend Alex. The noisy bus filled with laughter and the chirping sounds of chatter. The bus driver started the old, tired engine and, with a grumpy tone, told all the students to find a seat. Grace opened her book bag in search of her library book. Unable to locate the book, she sat back in her seat and tried to relax.

Her kindergarten teacher had smiled brightly and sung songs to the class every morning. He had made school exciting and Grace remembered enjoying every minute of her time in the bright, colorful classroom. She thought about meeting Alex at lunch on the first day of kindergarten. They had brought the same type of lunch box and, after a brief introduction, they had decided to swap sandwiches.

Select the **best** sentence to transition between the two paragraphs.

- (A) Grace began to daydream about her other teachers, friends, and favorite subjects.
- (B) Grace felt a sense of relief as she thought about all the books she had read.
- (C) Grace’s mind began to focus on her lunch as her stomach grumbled loudly.
- (D) Grace’s thoughts slowly led her back to another, happier first day of school.

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
10	6	2	6b	2	W-1.a	(Organization) The student will revise arguments by identifying improved organizational elements such as establishing a clear claim.

**2600**



A student is writing a letter to the school principal about summer homework. Read the draft of the letter and complete the task that follows.

Students who attend this school have noticed an increase in the amount of summertime homework over the past few years. Teachers hope that by giving homework over the summer, they will help students retain the information they learned during the school year. Some studies show that students score lower on standardized tests at the end of summer vacation than they score on the same tests at the end of the previous school year. The reality is that unless students are engaged in the learning process, they most likely will not remember all that they have learned.

Nonetheless, students spend many hours doing homework during the school year, and some people feel that students deserve a break from this routine. Many students have other commitments during the summer that prevent them from committing to studying for hours each day. Even students without such commitments look forward to spending time outdoors when the weather is nice. These are strong reasons against assigning summer homework.

The student needs to add an introduction that clearly establishes the claim about summer homework. Choose the paragraph that would make the **best** introduction.

- (A) Some people feel that summertime homework is necessary for students to perform well in school. Research can be found, however, to support both the advantages and disadvantages of summertime homework. Both sides of the issue should be carefully studied before making a decision on the issue.
- (B) Students do not get to choose whether or not they want to have homework over the summer. Students should be able to help decide if summertime homework would be beneficial. Teachers and students should work together to decide on the type and amount of summertime homework.
- (C) Currently at our school, students are assigned summer homework by teachers. As a middle school student, I know the concerns that students have regarding this practice. I firmly believe that teachers should not give homework to students over the summer.
- (D) Summer assignments should not be worksheets. Sure, students are assigned summer homework by teachers. But reading books would be better than filling in worksheets.

**Key:** C

**Rubric:** (1 point) Student selects the correct response.



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
11	6	2	8	1	W-2.d	The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies) construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing.

**2535**



A student is writing an article for her school newspaper about the Library of Congress. Read the draft of a paragraph from her article and answer the question that follows.

The Library of Congress is the world's largest library. It celebrated its 200th birthday in 2000. It has 16 million books, art works, and CDs. The first library was in the Capitol Building in Washington, D.C. British troops burned the Capitol in 1814 and ruined many books. The library was then moved to a new place.

The writer wants to replace the underlined phrase to make her meaning more exact. Which word would make her word choice better?

- (A) rearranged
- (B) relocated
- (C) switched
- (D) transported

**Key:** B

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
12	6	2	8	2	W-2d, W-3d, L-3a, L-6	The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.

**948**



A student is writing an informational report about New York City for a geography class. The student needs to use words that are clear and specific in her report. Read the paragraph from the draft of the report and answer the question that follows.

New York City is often described as a “melting pot.” The term “melting pot” refers to a group of people of different cultures living in the same place. In a melting pot, different customs and traditions “melt” together and become more and more similar to each other. However, some people believe that the idea of a melting pot is not really right. In fact, people of different cultures often live side-by-side while keeping their own customs and traditions.

Which set of words **best** replaces the underlined phrases with more clear and specific language?

- (A) organization, correct
- (B) association, truthful
- (C) community, accurate
- (D) crowd, honest

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
13	6	2	9	1	L-2.b	The student will identify and/or edit for correct spelling of words that are at or two grades below grade level, including frequently misspelled words.

**2569**



A student has written an essay for his English class about his life before sixth grade. Read the draft of the essay, and complete the task that follows.

Growing up in Chicago, I always felt that one of the best things in life was going to my grandmother’s homested. When I grew sick of the humid weather, I welcomed the trip to her northern Wisconsin farm, where cool breezes blew off Lake Superior. Grandma was a fabulous cook, and she wouldn’t hear of going out for fast food. She always had a home-cooked meal—made from old family recipes featuring secret erbs and spices—waiting for us. We couldn’t wait to get in the door. One thing she always had just for me was pumpkin cake with cream cheese frosting. It didn’t matter what we were eating for dinner, we would have pumpkin cake for dessert. It was my grandma’s way of saying she loved me, and every time I eat pumpkin cake now, I think of that little farm and Grandma and the wonderful times we shared with her there.

Click on the **two** sentences that contain errors in spelling.

**Key:** Growing up in Chicago, I always felt that one of the best things in life was going to my grandmother’s homested.; She always had a home-cooked meal—made from old family recipes featuring secret erbs and spices—waiting for us. (All text is selectable.)

**Rubric:** (1 point) Student selects the two correct sentences.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
14	6	3	4	2	SL-3, SL-2	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

**2474**



What is the **most likely** purpose of the presentation?

- (A) to explain how scientists identify mastodon teeth
- (B) to show how children contributed to scientific knowledge
- (C) to explain why ancient bones are often mistaken for rocks
- (D) to show why creeks are ideal sources for finding mastodon bones

**Key:** B

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
15	6	3	4	3	SL-3, SL-2	3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.

**2475**



What additional information could be added to the presentation to **best** help the listener’s understanding of the main idea?

- Ⓐ a description of the habitat where mastodons lived
- Ⓑ a description of the creek where the tooth was found
- Ⓒ the number of mastodon teeth and bones found in Iowa
- Ⓓ an explanation of how the professor became involved in identifying the tooth

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
16	6	3	4	3	SL-3, SL-2	4. The student will draw and/or support a conclusion based on content in a presentation.

**2459**



The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which conclusion is **best** supported by the information in the presentation?

- (A) Scientific discoveries about mastodons are often accidental.
- (B) Scientists will begin asking children to help find mastodon bones.
- (C) The discovered tooth allowed scientists to determine what the mastodons looked like.
- (D) Scientists conducting a search of the creek area are likely to find more evidence of mastodons.

**Part B**

Which detail from the presentation **best** supports your answer to part A?

- Mastodons were huge and hairy animals with curved tusks.
- The boy discovered the tooth by pulling a stick out of the water.
- Four children discovered the mastodon tooth while exploring a nearby creek.
- The professor thought more mastodon bones and teeth would be found in the area.

**Key:**

Part A: D

Part B: The professor thought more mastodon bones and teeth would be found in the area.

**Rubric:** (1 point) Student selects the correct response in Part A and the correct response in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
17	6	3	4	2	SL-3, SL-2	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

**2580**



What is the central idea of the presentation?

- Ⓐ The original wheel works much the same way as the wheels used today.
- Ⓑ The wheel was invented because early humans wanted to make tasks easier.
- Ⓒ Many different ideas were experimented with and combined in order to invent the wheel.
- Ⓓ Early humans made several failed attempts to develop a solution for moving heavy objects.

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
18	6	3	4	3	SL-3, SL-2	4. The student will draw and/or support a conclusion based on content in a presentation.

**2582**



The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which conclusion is **best** supported by evidence from the presentation?

- (A) The invention of the wheel was a planned discovery, not an accident.
- (B) As civilizations grew over time, humans found they needed better tools.
- (C) Early humans probably shared their tools, supplies, and even their ideas with each other.
- (D) Humans invented the wheel because they valued their possessions and did not want to leave them behind to travel.

**Part B**

Which details from the presentation **best** support your answer in part A? Select **three** options.

- The inventor of the first wheel is unknown.
- The first wheels were often attached to carts.
- There is evidence of humans using the wheel in specific societies.
- Different groups of people developed different versions of early wheels.
- Humans continued to look for ways they could alter the invention of the wheel.

**Key:**

Part A: B

Part B: There is evidence of humans using the wheel in specific societies.; Different groups of people developed different versions of early wheels.; Humans continued to look for ways they could alter the invention of the wheel.

**Rubric:** (1 point) Student selects the correct response in Part A and the three correct responses in Part B.



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
19	6	3	4	3	SL-3, SL-2	2. The student will analyze how information is presented and/or the effects of the delivery.

**2581**



Read the sentence from the presentation and the question that follows.

And 4000 years ago, the ancient Egyptians used wheels with spokes to support fancy chariots.

How does this sentence influence the listener’s understanding of the presentation? Select **three** options.

- It shows that humans have been using wheels for a long time.
- It stresses the idea that the wheel was a necessity for many ancient peoples.
- It supports the idea that the wheel was a source of entertainment in ancient times.
- It suggests that as the wheel evolved over time, the number of ways it could be used grew.
- It strengthens the significance of the wheel by providing a specific example of how it was used.

**Key:** It shows that humans have been using wheels for a long time.; It suggests that as the wheel evolved over time, the number of ways it could be used grew.; It strengthens the significance of the wheel by providing a specific example of how it was used.

**Rubric:** (1 point) Student selects the three correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
20	6	4	2	2	W-8	The student will analyze information within and among sources of information in order to integrate information that is paraphrased.

**2476**



A student is writing a report about sleep. Read both sources and the directions that follow.

**Source 1: "During Sleep" by Dr. Howard Dell**

If you are like some people, you may think that sleep is a process during which the body and brain shut off, but this is not the case. The body goes through a series of stages during sleep in which body and brain activity change. Most of these changes are not noticed nor remembered. However, sleep does usually follow a pattern. Muscle activity and breathing slow in the initial stages of sleep. The body's temperature also decreases. Sometimes during sleep, the heart can begin to beat more quickly, blood pressure can rise, and many muscles experience small movements. These changes often happen during dreams.

**Source 2:**

**What Happens While You Sleep**

Sleep Stage	Description
Stage 1 Light Sleep	The muscles relax, eye movement slows, and thoughts begin to fade. A person may be easily awakened.
Stage 2 Light Sleep	Eye movement stops, and a person can experience brief dreams. Body temperature begins dropping and heart rate slows.
Stage 3 Moderate-Deep Sleep	The body temperature lowers, and a person is difficult to awaken.
Stage 4 Deep Sleep	The brain uses less energy. The body temperature lowers more than in moderate-deep sleep. A person may sleepwalk.
REM Sleep (REM = rapid eye movement)	Most dreams occur during this stage. The brain uses energy as eyes move quickly, even though the eyelids are closed. Heart rate and blood pressure increase, but many of the large body muscles are inactive.

The student took notes about information in the sources. Select **two** notes that correctly paraphrase, or restate, information from **both** sources.

- We dream several times each night.
- People can be easily awakened from sleep.
- We do not remember what happens during sleep.
- People can sleepwalk during a stage of deep sleep.
- Our bodies and brains continue to work during sleep.
- During some stages of sleep, our bodies decrease in activity.

**Key:** Our bodies and brains continue to work during sleep.; During some stages of sleep, our bodies decrease in activity.

**Rubric:** (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DO K	Item: Standards	Evidence Statement
21	6	4	3	2	W-8	The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

**2586**



A student is writing a research report about earthworms. Read the sentences from his report and the directions that follow.

Although native to Europe, earthworms are found underground throughout North America and western Asia. They do not live in deserts or regions where there is frost or permanent snow and ice because the ground is too hard. Typically only a few inches long, earthworms have been known to grow to 14 inches in length. Earthworms' bodies are made up of ring-like sections called annuli. These sections are covered in setae, or small hairs, which the worm uses to move and dig tunnels. As the earthworm moves through the soil, their tunnels aerate, or add air to, the ground. An earthworm can eat up to one third of its body weight in a day. That would be equal to a 75-pound child eating 25 pounds of food in one day!

Which source would **most likely** give the student more information for the paragraph from his report?

- (A) [www.moreaboutscience.com](http://www.moreaboutscience.com)

Purchase our videos about Milo the Earthworm and find out what adventures he has as he burrows through the ground.

- (B) [www.scienceanimalxplorer.com](http://www.scienceanimalxplorer.com)

Here I discuss the different animals I find every week in my backyard and which ones are my favorites.

- (C) [www.scienceundertheground.com](http://www.scienceundertheground.com)

You walk on top of the ground everyday. Learn about what crawls and burrows in the dirt below you.

- (D) [www.sciencemadefun4u.com](http://www.sciencemadefun4u.com)

Keep underground creatures from coming into your home in this exciting game.

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
22	6	4	4	2	W-1b, W-8	The student will cite evidence to support analyses, arguments, or critiques.

**2453**



A student is writing an argumentative report about the best way to improve the quality of life in her city. She found possible sources for her report. Read the sources and the directions that follow.

**Source 1: "Spending Money for the Town" by Ray Butler**

According to Mayor Greg Davidson, the city has received a grant of \$100,000. This money is to be used to improve the quality of life here. He has received several suggestions. One is that the playgrounds of two parks should be improved. Another is that more trails for hiking and biking should be added. Those additions would help increase exercise. A number of young people have also suggested building a skateboard park.

**Source 2: "What Makes People Happy with Their City?" by Rosalie Davis**

A recent survey of residents of twenty cities showed some interesting findings. Those people who were most happy with life in their towns had several things in common. All of them had activity programs for children. The activities ranged from swimming and soccer to skating and art. Several of them also had drama and music programs. There were also activity programs for adults. Almost all of the towns included volunteer programs for both adults and children.

The student wrote down some claims to use in her report. Look at the claims on the table. Decide if the information in **Source 1**, **Source 2**, both sources, or neither source supports each claim. Click on the box that appropriately describes each claim. There will be only one box selected for each claim.

	Source 1	Source 2	Both Sources	Neither Source
<b>Claim 1:</b> Towns should build bike trails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claim 2:</b> Towns should solve pollution problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claim 3:</b> Towns should provide opportunities in the arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claim 4:</b> Towns should provide activities and equipment for children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:**

Claim 1 = Source 1

Claim 2 = Neither Source

Claim 3 = Source 2

Claim 4 = Both Sources

**Rubric:** (1 point) Student matches each Claim to the correct Source.