

LEAP

for the 21st Century

Released Test Items:

Sample Student Work Illustrating LEAP 21
Achievement Levels

July 2004

Grade 4



Reaching For Results
Louisiana Department of
EDUCATION

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**Louisiana Educational Assessment Program
for the 21st Century (LEAP 21)**

**GRADE 4 SAMPLE ITEMS AND STUDENT WORK
2003–2004**

LEAP 21 is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In March 2004, students in grade 4 took LEAP 21 English Language Arts, Mathematics, Science, and Social Studies tests. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

This document is part of a series of materials meant to promote understanding of the knowledge and skills students must have and the kinds of work they must produce to be successful on the LEAP 21. A list of other documents providing background and further information on the LEAP 21 tests can be found on the Louisiana Department of Education Web site at www.louisianaschools.net.

LEAP 21 Reports

Louisiana's grade 4 students are tested each year in March. Individual student, school, district, and state test results are released in phases in May and July. School and district accountability results are reported in the fall.

For LEAP 21, student scores are reported at five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. The percentage of students scoring at each level is reported for the individual schools, the districts, and the state. General definitions for achievement levels are given on page 2. Specific definitions of achievement levels for English Language Arts and Mathematics tests were published in the 1999 Released Items documents; the achievement levels for Science and Social Studies tests were published in the 2000 Released Items documents and on the Louisiana Department of Education Web site at www.louisianaschools.net. Click on the "Testing" link below the tabs at the top of the page, then on the "Achievement Levels" link at the left of the page.

LEAP 21
General Achievement Level Definitions

Achievement Level	Definition
Advanced	A student at this level has demonstrated superior performance beyond the level of mastery.
Mastery	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Purpose of This Document

This document presents student work in all four subject areas, which was completed as part of a LEAP 21 assessment. The document includes multiple-choice items, constructed-response (short answer and extended response) items, and a written composition that exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item.

As you review the items, it is important to remember that a student's achievement level is based on his or her *total test score* (cumulative score for all questions in the test) in a content area, *not* on one particular item or section, and that the sample items included in this report represent a small portion of the body of knowledge and skills measured by the LEAP 21 tests. Additional items will be released in future years of the LEAP 21.

English Language Arts

The grade 4 LEAP 21 English Language Arts test is composed of four parts—Writing, Reading and Responding, Using Information Resources, and Proofreading.

1. Writing

In the Writing session of the English Language Arts test, students write a composition in response to a Writing Topic. They are given the opportunity to make notes or complete other idea-generating and organizing activities, write a rough draft, and then write a final draft of their composition. A Writer’s Checklist of useful reminders is provided.

Each student’s composition is scored in two dimensions that address topic development—**Composing** and **Style/Audience Awareness**. The Composing dimension measures the degree to which the composition exhibits

- focus on a central idea,
- support and elaboration for the idea,
- unity of purpose, and
- organization.

The Style/Audience Awareness dimension evaluates the ways in which the student author shapes and controls language to affect readers. Features of Style/Audience Awareness are

- selection of vocabulary (diction or word choice),
- sentence variety,
- tone, and
- voice (or personality that shows in writing).

For each of these two dimensions, a student can earn from 1 to 4 score points.

In addition, the compositions are rated as showing either “acceptable control” or “unacceptable control” in the **Conventions—Sentence Formation, Usage, Mechanics, and Spelling**. An acceptable rating earns one score point, while an unacceptable rating earns none.

A summary of the score points for the Writing session is shown below.

Dimension/Scale	Maximum Possible Points
Composing	4
Style/Audience Awareness	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
Total Points	12

The Writing Topic and directions for students from a LEAP 21 are shown on page 6. Samples of student work at achievement levels from advanced to approaching basic, with comments, are provided on pages 7 through 14.

2. Reading and Responding

At grade 4, the Reading and Responding session of the LEAP 21 English Language Arts test is composed of four reading passages—excerpts from novels or stories, articles from textbooks or other informational sources, poems, and other materials appropriate to the 4th grade. Each reading passage is the source for four or six multiple-choice items and two short-answer items, depending on the length of the passage.

The short-answer items are scored using the following rubric:

Score	Description
2	<ul style="list-style-type: none"> The student’s response provides a complete and correct answer.
1	<ul style="list-style-type: none"> The student’s response is partially correct. The student’s response demonstrates limited awareness or contains errors.
0	<ul style="list-style-type: none"> The student’s response is incorrect, irrelevant, too brief to evaluate or blank.

In the Reading and Responding session, a 4th-grade student completes a total of twenty multiple-choice and eight short-answer items and can earn up to 36 points, as shown in this chart:

Type of Item	Maximum Points per Item	Total
20 multiple-choice	1	20
8 short-answer	2	16
Total Points		36

A Reading and Responding passage, multiple-choice items, and two short-answer items with student responses from the LEAP 21 are shown on pages 16 through 25.

3. Using Information Resources

The Using Information Resources session of the English Language Arts test is composed of a number of information resources appropriate for grade 4. The reference materials come from different sources and pertain to one specific research topic. At grade 4, for example, the materials may include

- tables of contents,
- glossaries,
- indexes,
- other reference sources (including electronic sources such as Web sites), and
- articles.

The reference materials occupy several pages in the test booklets. Students are not required to read all the information, but they are directed to skim the resources, read the test items, then locate and read the appropriate resource and/or information to answer each item.

The Using Information Resources session of the test has five multiple-choice items and two short-answer items. In the Using Information Resources session, a student can earn up to 9 points, as indicated in the chart below:

Type of Item	Maximum Points per Item	Total
5 multiple-choice	1	5
2 short-answer	2	4
Total Points		9

4. Proofreading

For grade 4, the Proofreading session of the English Language Arts test is composed of a student essay or letter that is in rough draft form; it includes errors in grammar, spelling, punctuation, usage, and, if a letter, format. Students answer eight multiple-choice items that address corrections to be made to the text. Each correct answer is worth 1 point, for a possible total of 8 points in this part of the test.

In summary, it is possible for a 4th-grade student to earn a total of 65 points on the LEAP 21 English Language Arts test. The number of raw score points that a student would have to achieve to reach each achievement level may change slightly from year to year given the difficulty of that particular form of the test. The spring 2004 raw score range for each achievement level is listed below.

Spring 2004 English Language Arts Test, Grade 4

Achievement Level	Raw Score Range
Advanced	54.5 – 65 points
Mastery	45.5 – 54 points
Basic	34 – 45 points
Approaching Basic	26 – 33.5 points
Unsatisfactory	0 – 25.5 points

This document presents items that were completed by students as part of the LEAP 21 assessment. The information shown for each item includes

- the correct answer,
- the achievement level or score point,
- the standard and benchmark each item measures, and
- commentary on the skills/knowledge measured by the item.

Note: Test items may have been reduced in size for this document. Font size on the LEAP 21 assessments is typically 12 point.

Grade 4—English Language Arts Writing Samples

Below is a Writing Topic used in a 4th-grade LEAP 21 English Language Arts test, followed by samples of student writing at achievement levels from advanced to approaching basic.

Read the topic in the box below and write a well-organized multiparagraph composition of at least 100 to 150 words. Be sure to follow the suggestions listed under the box.

Writing Topic

Your principal has asked you to describe what a good friend is.

Before you begin to write, think about the characteristics of a good friend. How does a good friend treat others? What does a good friend say and do?

Now write a description for your principal about what a good friend is.

- Your description should have at least two paragraphs.
- Give specific details and enough information so that your principal can picture what this person is like.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Final Draft

A true friend is someone special. I would describe a good friend as being dependable. For instance, if you ask your friend to do something for you, you can probably depend on them to do it if they are a good friend. A friend listens to you. They don't just not even care about your thoughts. A good friend is also ingenious. If you lend them something and they break it, they would probably tell you.

A good friend doesn't talk badly about you. They say good things about you around other people. Friends will treat you kindly and respect you if you treat them that way. They will also cheer you up when you are upset. Maybe with a joke or talk to you. If you get into a fight and you are a true friend, you will always forgive each other. For example, ~~X~~ and I get into small fights all the

Final Draft (continued)

time, but we always forgive each other. Friends just have different opinions, and if they are a good friend, they will respect that. A true friend is someone who will never let you down, and I think everybody should have one!

This essay is sharply focused, thorough, well-organized, and unified, demonstrating consistent skill in the *Composing* dimension. This writer defines a true friend as dependable, honest, loyal, kind, forgiving, and respectful. Each attribute is elaborated with an explanation and an example. All of this information pertains directly to the writer’s overall theme, clearly stated in the conclusion, a “true friend is someone who will never let you down.”

The essay also demonstrates consistent skill in the *Style/Audience Awareness* dimension. The writer presents a personal anecdote to engage the audience. By stating “_____ and I get into small fights all the time, but we always forgive each other,” the writer demonstrates a complex understanding of how the relationship works. Unapologetically, the writer explains, “Friends just have different opinions. And if they are a good friend, they will respect that,” thereby convincing the reader that the writer speaks from experience and with authority. The tone is clear and consistent throughout the essay. The goodwill of the authorial voice at the end—“I think everybody should have one!”—is distinct and appealing. The writer employs different sentence patterns and lengths to vary the writing and add interest. Action verbs and relevant vocabulary enhance the writing.

Overall, this essay demonstrates acceptable skill in the *Conventions* dimension. Although there is a sentence fragment, “Maybe with a joke or talk to you,” the other sentences, both complex and varied, show strong sentence formation skills. Use of the double negative, “They don’t just not even care,” makes one sentence sound awkward. The writer has general control of usage. The word “ingenuous” is used incorrectly, but it is above grade level. Mechanics and spelling skills are consistently accurate.

Final Draft

What is a good friend? A good friend is never mean too much. Mostly nice, kind, and trustworthy. A good friend would never lie or steal from you. Nor would they treat others bad. They shouldn't hurt people in any way, even if it is just joking. These are some things that a good friend should and never do.

Also a good friend would never push you to do something you don't want to do. They would comfort you if you are gloomy or sad. They would never be the ones to make you sad.

Most of all a good friend would help you out with any problem. They would give you some information about how to make the problem better.

Last but not least a good friend would care for you and your family.

This essay demonstrates reasonable skill in the *Composing* dimension. The simple question “What is a good friend?” introduces the central idea. The writer goes on to describe all of the things a good friend should and should not do. Some ideas are simply listed, but others, such as helping with a problem (third paragraph), are developed. All of the information is relevant and presented logically. Transitions (“Also,” “Most of all,” and “Last but not least”) are used to organize the ideas into a sequential order. The ending is weak, stating another attribute, and does not present a unifying theme or summary.

The essay also demonstrates reasonable skill in the *Style/Audience Awareness* dimension. The writer seems to be aware of the audience, maintains a clear voice, and uses appropriate, grade-level vocabulary. The use of a rhetorical question introduces the topic and interests the reader.

The essay demonstrates acceptable skills in the *Conventions* dimension. Although there are two sentence fragments and a syntax problem, “is never mean too much,” most of the sentences are extended and correctly formed. There are two word omissions and two incorrectly used words—*bad* for *badly* and *you* for *your*—but the agreement and other inflections are correct. Spelling is accurate. The punctuation that 4th graders are required to know is correct.

Final Draft

A good friend

First, If the principal asked me what a good friend is I would say a good is someone who you can count on a friend is a person who will always be there for you a good friend is a somebody who takes up for you I have a friend who's kind, and smart. A friend is someone who you can lean on.

Second, a friend is a person who loves you for who you are. A friend is like family a friend is like a sister or brother a friend is someone who helps you a friend gives you things a friend do things for you a friend is a loveful caring person if you have a fight with a friend a friend is someone who will forgive you.

Third, a friend is someone that isn't mean to you A friend is someone who cares about what's inside of friend is someone you can share your secrets with. A friend is someone you can trust. A friend is someone who helps you when you're in trouble a friend is someone who you can talk to about your problems.

This essay demonstrates reasonable skill in the *Composing* dimension. This writer defines a good friend by three general attributes: 1) someone “you can count on,” 2) “a person who loves you for who you are,” and 3) “someone that isn’t mean to you.” Each attribute is extended further in the paragraphs that follow. For the first, someone “you can count on,” the writer includes “a person who will always be there for you,” who “takes up for you,” and someone “you can lean on.” Most of the information is general, however, with few specific details. The essay begins with a rewording of the prompt and is organized in a sequential order, connected by simple transitions (*first, second, third*). The essay simply stops, without an ending.

Overall, this essay demonstrates inconsistent skill in the *Style/Audience Awareness* dimension. Most of the sentences follow a similar pattern—“A friend is someone” or “A friend is a person who,” which can be an effective technique. In this case, however, it creates a monotonous tone. Some of the vocabulary is appropriate, but much of it is generic (“a friend is someone who helps you a friend gives you things a friend do things for you”).

The writer’s skills in the mechanics and spelling in the *Conventions* dimension are acceptable. A pattern of run-on sentences, however, demonstrates unacceptable skills in sentence formation. Although there are some usage errors (*do* for *does*, *lovedful* for *loving*, two omissions, and an extra word), they do not indicate a pattern, and the agreement is accurate.

Final Draft

Dear ~~XXXX~~

A good friend helps you by, if you need help studying you ask, if you need some support they will help you with that too. A fine friend shares there stuff like, balls, food, or sometimes even mouny, there paper, there markers, there preatrest colers too. A great friend also is nice to you like, shareing playing, and supporting you too.

Your budy helps you throuh hard times like, when someone dies, when you had a hard day, or when you are mad, too. A good budy also makes you cheerful like, when I was all down and sad my best budy made me cheetfull and happy realy realy happy. A good budy will do things for you to like going and getting something for you.

This essay demonstrates inconsistent skill in the *Composing* dimension. It has a vague central idea—“a good friend helps you”—and a simple yet adequate beginning but no conclusion. Ideas are presented in a list-like manner, sometimes followed by a few vague examples: “A fine friend shares there stufe like, balls, food, or sometimes even mouny.” The writer needs to provide more specific details and explain ideas more completely.

The essay demonstrates inconsistent skill in the *Style/Audience Awareness* dimension. The writer’s style is bland because it lacks descriptive modifiers and specific terms and depends heavily on *to be* verb forms (*is, are, will, had*) more than action verbs (*shares, studies*). Patterned as lists, the repetitive sentences make the essay sound monotonous. The generic vocabulary (*some, someone, something, stuff, things*) deprives the audience of images that would keep them interested and involved (“like going and getting something for you”). Awareness of the audience is evident in the writer’s use of the idea of a friend helping with studies and sharing things, concepts usually taught in school. Adjectives and adverbs used also are vague (*some support, prettiest colors, really, really happy*).

The essay demonstrates acceptable skills in usage and mechanics in the *Conventions* dimension. The writer’s usage skills are strong, especially subject and verb agreement and inflections. Capitalization and punctuation are generally accurate. The essay, however, demonstrates unacceptable skills in the sentence formation and spelling categories of the *Conventions* dimension. Run-on and overextended sentences show a weakness in sentence formation. There are also many misspellings, often of simple and common words.

**Grade 4—English Language Arts
Reading and Responding
Multiple-Choice Items**

Pages 16 and 17 contain a reading passage, “When I Was a Kid,” that students read before answering test questions in the Reading and Responding section of a LEAP 21 assessment. Four multiple-choice items and two short-answer items with explanations follow on pages 18 through 25.

Test items in the Reading and Responding session measure the following standards:

- ELA Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
- ELA Standard 6: Students read, analyze, and respond to literature as a record of life experiences.
- ELA Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Read this story about Milton Hershey and how he succeeded in his life, and then answer the questions that follow.

When I Was a Kid

by Lynda DeWitt

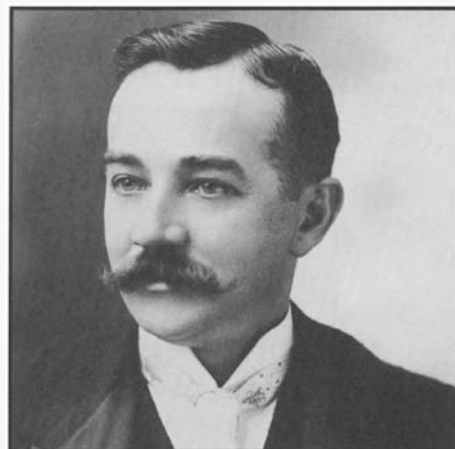
As a boy Milton Hershey went to work as a candymaker. The rest is sweet history.

The summer of 1863 was a frightening time for the Hershey family and others in southern Pennsylvania where they lived. The Civil War was raging; for three long days soldiers fought a fierce battle near the town of Gettysburg. Milton Hershey was only 5 years old at the time. He, his younger sister, Sarena, and their parents could hear cannons booming nearby. People were terrified that the fighting would come even closer, so many buried their valuables in their yards. Milton did too. He'd earned pennies for doing errands. Like most children, he loved candy, and he'd been saving his coins to buy some.

After the deadly battle finally ended and the Confederate Army had retreated, Milton went to dig up his coins. But he couldn't remember where he'd hidden them. He dug up half the garden before finding his own buried treasure.

Milton was born on September 13, 1857, in Hockersville, Pennsylvania. His parents were poor, and they moved frequently. During his childhood Milton attended seven different schools. Some were cold and badly equipped. He was a poor student and left school after receiving a fourth-grade education.

Tragedy struck the family when Milton was 9 years old. Sarena died of scarlet fever, a serious disease that was common among children at that time. The loss was sad for Milton, and it devastated his parents. After Sarena died, Milton's father moved away from home. He remained involved in Milton's life, though.



WHEN MILTON GREW UP . . .

He started the Hershey Chocolate Company in 1894. In 1900 the company began selling milk chocolate candy bars, a new kind of candy in the United States.

With profits from his business he opened a school for orphaned boys. Now the school provides a home and an education for boys and girls. He and his wife, Catherine, also established the town of Hershey, Pennsylvania.

It was common at the time for teens to apprentice, or learn a trade by working at a shop or factory. At age 14, Milton apprenticed at a confectionary, or candymaker's shop. He mixed ingredients for candies, cakes, and ice cream. He especially liked to make candy. But he also made mistakes. One night after roasting peanuts for fudge, he went to the theater next door to attend a performance. During the show he began to smell burning peanuts. All of a sudden he realized that he'd forgotten to take the peanuts off the stove. Rushing back to the confectionary, he saw peanuts everywhere! They had flown all over the shop.

Milton spent four years working there before he moved to Philadelphia and opened a candy shop. It took many years and a series of unsuccessful shops before Milton gained sweet success with his own chocolate company.

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-E2: Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts.

Achievement Level: *Mastery*

Which of these contributed to Hershey's success?

- A. a good education
- * B. working hard at his job
- C. being well known in town
- D. his parents' encouragement

* correct answer

This is a question students scoring at the *Mastery* level and above would be likely to answer correctly. The question requires students to use reasoning skills and information from the passage to determine a cause-effect relationship. Students should be able to eliminate options C and D because there is no textual evidence for either. Students should also be able to eliminate option A; the passage explicitly states that Hershey left school after the fourth grade. The passage does relate, however, how Hershey eventually gained success after being an apprentice and then owning several candy shops. The student should be able to make the connection between Hershey's work experience and his eventual success.

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmark ELA-1-E4: Recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection.

Achievement Level: *Mastery*

Which word **best** describes Hershey after his chocolate company became successful?

- A. boastful
- B. forgetful
- * C. generous
- D. worried

* correct answer

This is a question students scoring at the *Mastery* level and above would be likely to answer correctly. The question requires students to identify the character trait that best describes Hershey as he is portrayed in the passage. Students should be able to eliminate options B and D because there is no textual evidence to support either. While it is possible that Hershey's success could have led to his becoming boastful, the author's sympathetic treatment of Hershey's earlier years leads the reader away from that conclusion. In addition, there is no textual support for that conclusion. That Hershey was generous is supported by the statement "With profits from his business he opened a school for orphaned boys."

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmark ELA-1-E1: Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning.

Achievement Level: *Basic*

Read this sentence.

“The loss was sad for Milton,
and it devastated his parents.”

What does devastated mean?

- A. surprised
- B. disappointed
- * C. greatly upset
- D. suddenly angered

* correct answer

This is a question students scoring at the *Basic* level and above would be likely to answer correctly. The question requires students to identify the meaning of a word through context. Students should be able to eliminate option A because the word *surprised* does not make sense. The loss of his sister made Milton sad; therefore, it would not surprise his parents. Students can also eliminate option D; though anger at the loss of a child is common, this option is not suggested by the passage. Option B can be eliminated since the word *disappointed* would not accurately reflect the emotional state of parents who had lost a child. Option C, therefore, is the only viable option that makes sense within the context.

Standard 6: Students read, analyze, and respond to literature as a record of life experiences.

Benchmark ELA-6-E3: Identifying and distinguishing key differences of various genres.

Achievement Level: *Basic*

You can tell that this passage is a biography because it

- A. has interesting characters.
- B. takes place a long time ago.
- * C. tells facts about a real person's life.
- D. has a beginning, a middle, and an end.

* correct answer

This is a question students scoring at the *Basic* level and above would be likely to answer correctly. This question requires students to identify the key factor that would distinguish the passage as a biography. Students should be able to eliminate options A and D; biographies and fiction both share these characteristics. Students can eliminate option B since biographies, other nonfiction, and historical fiction may share this characteristic. Option C is the only option that distinguishes a biography.

**Grade 4—English Language Arts
Reading and Responding
Short-Answer Items**

The following pages include samples of student responses to short-answer items for the passage “When I Was a Kid.” The items and the rubrics used to score each response are included below. Under each sample student response is an explanation of why each answer received the score it did.

Sample 1

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-E1: Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts.

According to the passage, what were **two** difficulties Milton Hershey had in his life?

Scoring Rubric

Score	Description
2	The student’s response <ul style="list-style-type: none">clearly mentions at least two text-based examples of difficulties from his life.
1	The student’s response is partially correct. It <ul style="list-style-type: none">mentions one text-based example of a difficulty.
0	The student’s response is incorrect, irrelevant, too minimal to evaluate, or blank.

Exemplary Responses:

Difficulties

- He was poor.
- His family moved a lot.
- His sister died.
- He was young during the Civil War (people were terrified).
- He was not a good student.
- He attended seven different schools.
- His father moved away from home.
- Other text-based response.

Score Point 2

According to the passage, what were **two** difficulties Milton Hershey had in his life?

- ① When he was yonger the Civil War was going on.
- ② Milton's father move away from home.

This response is complete because it names two difficulties Milton Hershey had in life: “When he was yonger the Civil War was going on” and “Milton’s father move away from home.”

Score Point 1

According to the passage, what were **two** difficulties Milton Hershey had in his life?

his family was poor. and he could only get one good education.

This response is partially correct because it names only one difficulty Milton Hershey had in life: “his family was poor.”

Score Point 0

According to the passage, what were **two** difficulties Milton Hershey had in his life?

When his mom died and when the peanuts started burning.

This response is incorrect and does not receive any credit. Nothing in the passage mentions the mother’s death. Although the passage mentions the situation about the peanuts burning, this is not considered to be a difficulty in Milton Hershey’s life.

Sample 2

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, visually representing.

Benchmark ELA-7-E2: Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts.

The passage says that Milton Hershey opened a school for orphaned boys with the money he made from his business. Describe one experience that Hershey had while growing up, and state why that experience probably caused him to open this school.

Scoring Rubric

Score	Description
2	The student's response <ul style="list-style-type: none">describes an experience from Hershey's life AND <ul style="list-style-type: none">explains why this experience made him open the school.
1	The student's response is partially correct. It <ul style="list-style-type: none">describes an experience from Hershey's life OR <ul style="list-style-type: none">explains why this experience made him open the school.
0	<ul style="list-style-type: none">The student's response is incorrect, irrelevant, too minimal to evaluate, or blank.

Exemplary Responses:

- He was poor when he was a child, so he wanted to help poor boys. (He knew what they felt like.)
- He went to school only through the fourth grade. He probably wanted poor boys to be able to continue their education (because he could not continue his and knew what that felt like).
- Other text-based response.

Score Point 2

The passage says that Milton Hershey opened a school for orphaned boys with the money he made from his business. Describe one experience that Hershey had while growing up, and state why that experience probably caused him to open this school.

He didn't get to finish school.
He wanted kids that didn't have a family to have an education.

This response completes all required tasks by first describing an experience from Hershey's life ("He didn't get to finish school") and then offering a plausible reason for opening a school ("He wanted kids that didn't have a family to have an education").

Score Point 1

The passage says that Milton Hershey opened a school for orphaned boys with the money he made from his business. Describe one experience that Hershey had while growing up, and state why that experience probably caused him to open this school.

Because he probably thought he didn't want any other little boys going through what he had to go through.

This response is partially correct. The response does not describe an experience from Hershey's life, but it does explain why his childhood experiences made him open a school: "he didn't want any other little boys going through what he had to go through."

Score Point 0

The passage says that Milton Hershey opened a school for orphaned boys with the money he made from his business. Describe one experience that Hershey had while growing up, and state why that experience probably caused him to open this school.

While he was growing up he was helping people have their valubales. He opened up a skhool because I liked skhool very much.

This response receives no credit because the response does not answer the question with correct information from the passage.