

DoDEA ELA Assessment Practice Item Answer Key

Grade 4 – Paper and Non-Screen Reader

The following pages include the answer key for all machine-scored items, followed by a sample response for the hand-scored item.

- The rubrics show sample student responses. Student responses other than that shown in the rubric may earn full or partial credit.
- Which responses to hand-scored items receive full or partial credit will be confirmed during range-finding (reviewing sets of real student work)
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key
1.	Part A: C Part B: D
2.	Part A: D Part B: B
3.	Part A: A Part B: D, E
4.	Part A: C Part B: B
5.	Part A: D Part B: C, F
6.	Part A: D Part B: C, D
7.	Open Ended
8.	Part A: A Part B: C
9.	Part A: B Part B: D
10.	Part A: D Part B: B, D
11.	Part A: A

	Part B: D
12.	Part A: C Part B: C
13.	Part A: D Part B: B
14.	Part A: D Part B: D
15.	Part A: A Part B: D
16.	Part A: A Part B: C, E
17.	Part A: B Part B: A, D
18.	Part A: C Part B: B, C
19.	Part A: A Part B: B, D
20.	Open Ended

#7 Open Ended

Example Student Response:

Passage 1

Narrator goes from being grouchy to excited to learn

Learns to respect the slow and methodical tradition of darve

Starts by not wanting to get dressed: sarcasm (“Great,” I muttered, touching the delicate silk. “Tea and dress up. Two of my favorite things.”)

Shows interest by asking questions (“Why don’t you just pour the water from the kettle directly into the teapot?”)

Describes her grandmother in graceful terms (“Halmeoni continued to pour, her arms flowing gracefully over the cups. She moved carefully, making sure not to splash.”)

Passage 2

Narrator is at first upset about the horses not being able to help:

(“Where are the horses?” he asks as Grandpa wraps his arms around him and hugs him.

10 “I thought you were going to ask that,” Grandpa says. “The horses won’t be helping this year—”

11 Chester interrupts, “Grandpa, I love the horses.”)

Then realizes the work is just as fun (“When he smells the sweet steam of the boiling sap, Chester forgets about the horses.”)

And the payoff is just as satisfying (“With a big grin, he adds, “A maple treat I love to eat.”)

#20
Open
Ended

Example Student Response:

“Rangers Rule!”:

The Junior Ranger activity booklet includes activities such as learning about the park, picking up litter to help care for it, and sharing the joys of the parks with friends.

“Next, you’ll need to complete four activities from the Activity Booklet. These might include writing down your thoughts, creating a poem, or answering questions about the canyon. For one of your activities, volunteer to pick up litter.”

“This is a good way to help with the real work of a ranger—keeping the Grand Canyon clean and safe.”

“Explore Awesome Parks!”:

Marie’s experiences on her cross-country trip and discussion about how participating in the Junior Ranger program influenced her interest in national parks shows how her interest grew in the parks. This then led her to contribute to the well-being of the Waco Mammoth National Park.

“their Junior Ranger program proved to be a great way for both me and my sister (she’s six years older) to get excited about the stop. I was hooked.”

“I made a presentation to the staff and they adopted a lot of my ideas.”

“Loving the Ranger Life”:

The various roles of park rangers (e.g., teachers, nature guides, historians), their personal motivations, and the specific tasks they enjoy, such as Tom Medema’s snowshoe hikes, Linda Jeschke’s educational sessions with children, and Damon Panek’s diverse daily activities and emergency roles. The park rangers explain the national park programs they provide to involve and spark interest in youth. They use these programs to help preserve national parks.

“I really enjoy watching the kids when they are totally engaged in their Junior Ranger sessions.”

“I like helping people get excited about a new thing they learned about the outdoor world.”

“it makes me feel good that I can help protect it and help people understand why this place is important”

Reading Comprehension and Written Expression	
Score	Description
4	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows full comprehension of ideas stated explicitly and inferentially in the passage by providing an accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides effective and complete development of the claim or topic that is consistently appropriate to task, purpose, and audience • uses clear reasoning supported by appropriate text-based evidence in development of the claim or topic • uses appropriate organization, with clear and coherent writing • establishes and maintains an effective style
3	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows comprehension of ideas stated explicitly or inferentially in the passage by providing a mostly accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides mostly complete development of the claim or topic that is mostly appropriate to task, purpose, and audience • uses mostly clear reasoning supported by appropriate text-based evidence in development of the claim or topic • uses good organization, with mostly clear and coherent writing • establishes and maintains a style that is mostly effective
2	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows basic comprehension of ideas stated explicitly or inferentially in the passage by providing a generally accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience • uses some reasoning and text-based evidence in the development of the claim or topic • is somewhat organized, with somewhat coherent writing • has a style that is somewhat effective
1	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows limited comprehension of ideas stated explicitly or inferentially by providing a minimally accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence

	<ul style="list-style-type: none"> • uses limited organization and coherence • has a style that is minimally effective
0	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows no comprehension of ideas and provides an inaccurate explanation (G3) or analysis (G4–10) or no explanation or analysis • is undeveloped or inappropriate to task, purpose, and audience • uses little to no text-based evidence • lacks organization and coherence • has an inappropriate style

Knowledge of Language and Conventions	
Score	Description
3	The student response to the prompt shows full command of the conventions of standard English at an appropriate level of complexity. There may be minor errors in spelling, mechanics, grammar, and usage, but the meaning is easily comprehended.
2	The student response to the prompt shows some command of the conventions of standard English at an appropriate level of complexity. There may be errors in spelling, mechanics, grammar, and usage that occasionally impede understanding, but the meaning can usually be comprehended.
1	The student response to the prompt shows limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in spelling, mechanics, grammar, and usage that frequently impede comprehension.
0	The student response to the prompt does not show command of the conventions of standard English at the appropriate level of complexity. There may be many errors in spelling, mechanics, grammar, and usage that impede comprehension.

No Score	A response is considered unable to be scored if it cannot be assigned a score based on the rubric criteria, including but not limited to those responses that are blank, illegible, indecipherable, off topic, written in a language other than English, insufficient, or state a refusal to respond.
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