



# Computer-Based Sample Test Scoring Guide Grade 4 ELA AzMERIT

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*Prepared by the Arizona Department of Education and the American Institutes for Research®*



## About the Sample Test Scoring Guide

The AzMERIT Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AzMERIT Sample Test items.

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

- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzMERIT Grade 4 ELA.

## Grade 4 ELA–Writing Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Writing	Text Types and Purposes	W.4.1a	4

### Passage(s):

- *Starting with a Clean Slate...and a Lot of Paint!*
- *Growing a Schoolyard Garden*
- *Keep Students Focused on Schoolwork*

The teachers in your school are planning activities for students. Write an essay for your teacher in which you give your opinion about whether students should do activities to improve schools. Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

**B** **I** **U** **I<sub>x</sub>** ☰ ☰ ☰ ☰ ✂ 📄 📄 ↶ ↷ ABC Ω

## Grades 3–5 Opinion Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"><li>• Strongly maintained opinion with little or no loosely related material</li><li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li><li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li></ul>	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"><li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li><li>• Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text</li><li>• Clear and effective expression of ideas, using precise language</li><li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li><li>• Varied sentence structure, demonstrating language facility</li></ul>
Conventions	
<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"><li>• Some minor errors in usage, but no patterns of errors</li><li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li></ul>	

## Grade 4 ELA-Reading Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Reading for Informational Text	Integration of Knowledge and Ideas	RI.4.8	2

### Passage(s):

- from *John Newbury: Father of Children's Literature*
- from *My Life and Work*

What detail does the author of Passage 1 use to support the idea that John Newbery's family thought he would end up with the same job as his father?

- 1 John Newbery was born in Waltham St. Lawrence, England, in July 1713. He was the second son of farmer Robert Newbery. Not a lot is known about John Newbery's childhood, but as was common for farm children of that time, he and his older brother Robert likely helped with the many chores required for growing crops and raising livestock. **And like most farm boys, Robert and John were probably expected to become farmers when they grew up.**

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
2	Language	Vocabulary Acquisition and Use	L.4.4a	2

Select the phrase from Passage 1 that **best** helps you understand what an apprentice does.

The office held copies of the recent newspaper issues. John was eager **to learn how** they were printed. (paragraph 4)

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
3	Reading for Informational Text	Craft and Structure	RI.4.5	2

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

**Part A**

What structure does Passage 1 use to help readers understand the link between John Newbery's family and his career?

- (A) sequence
- (B) comparison
- (C) cause/effect
- (D) problem/solution

**Part B**

Which detail from the passage supports the answer in Part A?

- (A) ". . . he and his older brother Robert likely helped with the many chores required for growing crops and raising livestock." (paragraph 1)
- (B) "While Robert was interested in becoming a farmer, John was not." (paragraph 2)
- (C) "At age 16, John moved away from home to the nearby town of Reading." (paragraph 3)
- (D) "He became an apprentice to William Ayres, publisher of the *Reading Mercury* newspaper." (paragraph 3)

**(1 Point)** Student selected the correct answer for each part.

Item Number	Strand	Cluster	Content Standard	DOK
4	Reading for Informational Text	Key Ideas and Details	RI.4.2	2

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

**Part A**

Select the statement that describes the main idea of Passage 2.

- A) Henry Ford grew up on a farm.
- B) Henry Ford always valued tools and machinery.
- C) Henry Ford's family worked hard and was successful.
- D) Henry Ford's experiences on a farm inspired his work with cars.

**Part B**

Select the detail from the passage that supports the answer in part A.

5 It was life on the farm that drove me into devising ways and means to better transportation. I was born on July 30, 1863, on a farm at Dearborn, Michigan, and my earliest recollection is that, considering the results, there was too much work on the place. That is the way I still feel about farming. There is a legend that my parents were very poor and that the early days were hard ones. Certainly they were not rich, but neither were they poor. As Michigan farmers went, we were prosperous. The house in which I was born is still standing, and it and the farm are part of my present holding.

**(1 Point)** Student selected the correct answer for each part.



Item Number	Strand	Cluster	Content Standard	DOK
5	Reading for Informational Text	Integration of Knowledge and Ideas	RI.4.7	3

How does the image in Passage 2 add to your understanding of Henry Ford?

- A It shows the reader how Ford used tools while he worked on the farm.
- B It shows a workshop like the one Ford talks about in the passage.
- C It shows the purpose of different tools Ford used as a mechanic.
- D It gives the reader a sense that Ford was a hard worker all his life.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
6	Language	Vocabulary Acquisition and Use	L.4.5a	2

Read the sentences from Passage 2.

“My toys were all tools—they still are! And every fragment of machinery was a treasure.” (paragraph 6)

What does the phrase every fragment of machinery was a treasure mean?

- Ⓐ The machine parts were made of metal.
- Ⓑ The machine parts were hard to find.
- Ⓒ The machine parts were important to Ford.
- Ⓓ The machine parts cost Ford a lot of money.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
7	Reading for Informational Text	Key Ideas and Details	RI.4.1	2

In passage 2, Henry Ford calls his machinery “a treasure.” What does this show about Ford?

- Ⓐ He thinks the tools are worth a lot of money.
- Ⓑ He feels the tools are very special to him.
- Ⓒ He thinks the tools are helpful for farm work.
- Ⓓ He feels that the tools were difficult to find.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
8	Reading for Informational Text	Craft and Structure	RI.4.4	2

Read this sentence from Passage 2.

"I was born on July 30, 1863, on a farm at Dearborn, Michigan, and my earliest recollection is that, considering the results, there was too much work on the place." (paragraph 5)

What does the word recollection mean as it is used in this sentence?

- (A) a fear
- (B) a memory
- (C) something that is new
- (D) something that is difficult

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
9	Reading for Informational Text	Integration of Knowledge and Ideas	RI.4.9	2

What common idea do both passages share?

- A People's interests are more important than where they live.
- B Farming has been an important job for a long time.
- C It takes great skill to work for a newspaper.
- D Many tools are difficult to use.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
10	Reading for Informational Text	Integration of Knowledge and Ideas	RI.4.9	3

Read these quotations from the passages.

"While Robert was interested in becoming a farmer, John was not. He was more interested in other things, including a career path that an ancestor had already traveled." (paragraph 2)

"Even when very young I suspected that much might somehow be done in a better way. That is what took me into mechanics—although my mother always said that I was born a mechanic." (paragraph 6)

What do these two quotations tell you about why people choose their jobs?

Type your answer in the space provided.

**(1 point)** Student response included one or more of the following:

- People have different reasons for choosing their jobs.
- Not everyone is happy doing the same job.
- People have different interests.
- Some people choose their jobs to help others.

Item Number	Strand	Cluster	Content Standard	DOK
11	Reading for Literature	Key Ideas and Details	RL.4.3	2

**Passages(s):**

- *Jade Soup*

What is the setting when Zhao first meets the old woman?

- a forested mountain
- B the palace kitchens
- C the capital city
- D a busy town

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
12	Reading for Literature	Key Ideas and Details	RL.4.1	2

Select the detail that shows that Zhao is hungry at the beginning of the story.

- 1 "Good grandmother . . . ," Zhao croaked.
- 2 The old woman turned and looked at him, at his torn clothes, his unshaven face, his trembling hands, and without a word, dished up a bowl full of the bubbling stew—white bits of bean curd peeping through a bed of green vegetable. When he had gulped that down, she silently refilled the bowl and handed it to him.

OR

Select the detail that shows that Zhao is hungry at the beginning of the story.

- 1 "Good grandmother . . . ," Zhao croaked.
- 2 The old woman turned and looked at him, at his torn clothes, his unshaven face, his trembling hands, and without a word, dished up a bowl full of the bubbling stew—white bits of bean curd peeping through a bed of green vegetable. When he had gulped that down, she silently refilled the bowl and handed it to him.

**(1 point)**



Item Number	Strand	Cluster	Content Standard	DOK
13	Reading for Literature	Craft and Structure	RL.4.4	2

Read the sentence from the story.

“Zhao had long since swept away his enemies and proclaimed himself Emperor Taizu of the Middle Kingdom of China.” (paragraph 6)

What does swept away mean in the sentence?

- Ⓐ cleaned up
- Ⓑ made up
- Ⓒ defeated
- Ⓓ forgotten

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
14	Reading for Literature	Key Ideas and Details	RL.4.3	3

Zhao and the old woman are alike in some ways and very different in other ways. Click in the boxes to show whether each phrase describes Zhao, the old woman, or both.

	Zhao	Old Woman	Both
<b>forgets a feeling</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>shows some bad temper</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>ignores appearances</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>teaches lessons to others</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**(1 Point)** Student selected the correct option for each phrase.

Item Number	Strand	Cluster	Content Standard	DOK
15	Reading for Literature	Craft and Structure	RL.4.4	2

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

**Part A**

Read this excerpt from the story.

“. . . still stirring her pot as though she hadn't moved from the spot all the years since the Emperor's visit when he was merely Zhao Kuangyin.”  
(paragraph 9)

What does the word merely mean?

- (A) hungry
- (B) not yet
- (C) only
- (D) together with

**Part B**

What does the word merely show about the Emperor?

- (A) The Emperor has grown into a different person since then.
- (B) The Emperor has not seen Zhao Kuangyin since that day.
- (C) The Emperor was changed by eating the soup.
- (D) The Emperor no longer feels hunger at all.

**(1 Point)** Student selected the correct answer for each part.

Item Number	Strand	Cluster	Content Standard	DOK
16	Reading for Literature	Key Ideas and Details	RL.4.2	3

How does the story teach that remembering where you came from is important?

- Ⓐ by having Emperor Taizu long for a special soup that an old woman once cooked for him
- Ⓑ by having Emperor Taizu ask the old woman to make her soup for the entire royal court
- Ⓒ by showing that Emperor Taizu does not enjoy the soup the second time he tastes it
- Ⓓ by showing how Emperor Taizu goes from being hungry to having enough food

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
17	Reading for Literature	Key Ideas and Details	RL.4.3	3

When the Emperor's runners find the old woman and order her to the capital, what does her reaction show about her?

- Ⓐ She is mean and ungrateful.
- Ⓑ She is annoyed and unfaithful.
- Ⓒ She wants a peaceful and quiet life.
- Ⓓ She longs for excitement and adventure.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
18	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.4.2	2

**Passage(s):**

- *Galileo the Great*
- *Galileo Galilei* (listening passage)

According to the recording, what purpose did the telescope serve for Galileo?

- (A) It allowed him to gain more knowledge than other astronomers.
- (B) It helped him to find new planets and their moons within the solar system.
- (C) It helped him to make new discoveries about moons and planet movements.
- (D) It allowed him to make deeper connections between mathematics and astronomy.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
19	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.4.3	1

Passage 1 states that Galileo discovered comparisons between Earth and the Moon. What detail from the recording supports this idea?

- Both Earth and the Moon have mountains.
- Both Earth and the Moon are similar to Jupiter.
- Both Earth and the Moon are part of the solar system.
- Both Earth and the Moon can be seen better with a telescope.

**(1 Point)**

Item Number	Strand	Cluster	Content Standard	DOK
20	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.4.2	1

According to the recording, which view does Galileo share with Copernicus?

- Ⓐ Earth is in the center of the solar system.
- Ⓑ Some planets have more moons than others.
- Ⓒ Telescopes are the best tools for studying orbits.
- Ⓓ The planets in the solar system move around the Sun.

**(1 Point)**



Item Number	Strand	Cluster	Content Standard	DOK
21	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.4.3	2

Which **two** details from the recording support the idea that Galileo was interested in astronomy?

- He took a job teaching.
- He had a desire to study the sky.
- He agreed with other scientists' claims.
- He built a telescope that allowed him to see faraway things.
- He did not follow his father's desires that he become a doctor.

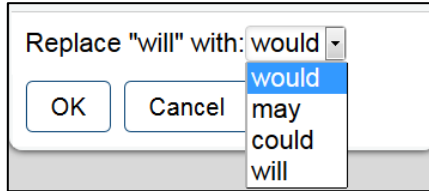
**(1 Point)** Student checked both correct answers.

Item Number	Strand	Cluster	Content Standard	DOK
22	Language	Conventions of Standard English	L.4.1c	1

**Passage(s):**

- *A Matter of Taste* (editing task)

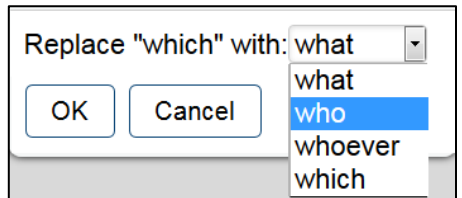
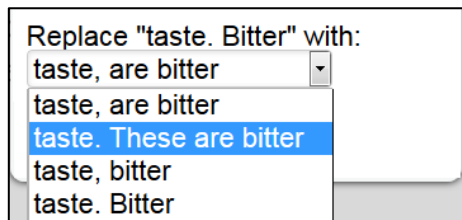
You may not know it, but the human tongue is very useful. It helps us do important things like digest food and talk to family and friends. Perhaps the most important thing our tongues do is help us taste. If we did not have tongues, we **will** not be able to taste all the yummy food.



**(1 point)**

Item Number	Strand	Cluster	Content Standard	DOK
23	Language	Conventions of Standard English	L.4.1f	1

There are five different flavors that the tongue can taste. Bitter , sour, salty, sweet, and umami. That last flavor is named for the Japanese scientist which discovered it. Our tongues can taste these different flavors because they are covered with thousands of taste buds.



**(1 point for each correct answer)**

Item Number	Strand	Cluster	Content Standard	DOK
24	Language	Conventions of Standard English	L.4.2c	1

How do these taste buds work? Believe it or not, taste buds have tiny hairs called microvilli that send messages to the brain. It is these messages that tell us that ice cream is **sweet, and, pretzels** are salty.

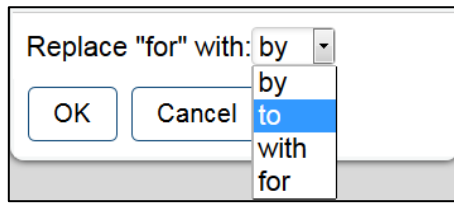
Replace "sweet, and, pretzels"  
with: sweet, and pretzels ▾

Ok sweet, and pretzels,  
sweet and, pretzels  
sweet, and, pretzels

**(1 point)**

Item Number	Strand	Cluster	Content Standard	DOK
25	Language	Conventions of Standard English	L.4.1e	1

So the next time someone gives a bowl of ice cream for you, thank your taste buds for the sweet flavor.



**(1 point)**

**Key:** Student selected “to” from the dropdown.