



# Colorado Measures of Academic Success



## **Grade 4**

### **English Language Arts/Literature**

## **Answer Key**

### **with**

## **Scoring Rubrics**

Practice Resource for Students

## ANSWER KEY - ITEM SET 1

### *Item Set 1 – Question 1 (Selected Response; Selected Response)*

#### **Part A**

What is the meaning of the word **drift** as it is used in paragraph 18 of “Just Like Home”?

- A. consider
- B. wander
- C. change
- D. hover

#### **Part B**

Which detail from the story helps the reader understand the meaning of **drift**?

- A. Priya, Enrique, and Farah create drawings that have different colors and shapes.
- B. Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.
- C. Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.
- D. Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.

Item Set 1 – Question 2 (TEI Drag and Drop)

Choose **three** phrases that help describe the setting and drag them into the box titled Phrases. Then drag **three** pieces of supporting evidence into the box titled Evidence from “Just Like Home.”

Phrases

a long driveway with room to welcome guests

a walkway with little drawing space

Evidence from “Just Like Home”

“All the families in India, where Priya’s family was from, did rangoli every morning, just like Priya and her mother.” (paragraph 4)

“Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli.” (paragraph 4)

Phrases

a playground with a large cement area

a field for sitting and watching others

a workspace filled with art supplies

Evidence from “Just Like Home”

“Now she sat in the corner of the field and watched the other kids play without her.” (paragraph 1)

“The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink.” (paragraph 2)

“Priya walked over to the basketball court and sat on the hot pavement.” (paragraph 5)

*Item Set 1 – Question 3 (Selected Response; Selected Response)*

**Part A**

In “Just Like Home,” what can be learned about Priya from her statement, “It looks like home”?

- A. She believes imagination improves art.
- B. She realizes many of her classmates have artistic talent.
- C. She misses the family traditions in India.
- D. She wishes she could spend time with her friends in India.

**Part B**

Which detail supports the answer to Part A?

- A. “At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends.” (paragraph 1)
- B. “While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building.” (paragraph 4)
- C. “Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.” (paragraph 11)
- D. “Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together.” (paragraph 18)

**Part A**

What is the meaning of lines 37–38 of “Life Doesn’t Frighten Me”?

I’ve got a magic charm  
That I keep up my sleeve,

- A. a secret talent to use when the time is right
- B. a symbol of the speaker’s imagination
- C. a special treasure hidden from cruel classmates
- D. a scary experience in the speaker’s nightmares

**Part B**

Which lines from the poem **best** demonstrate the answer to Part A?

- A. lines 10–11
- B. lines 28–29
- C. lines 35–36
- D. lines 39–40

*Item Set 1 – Question 5 (Selected Response; Selected Response)*

**Part A**

Which sentence summarizes the speaker's thoughts in "Life Doesn't Frighten Me"?

- A. Some challenges are much more difficult than others.
- B. Dreams can be helpful when solving problems.
- C. Confidence is the best weapon against fear.
- D. Being alone is the scariest place to be.

**Part B**

Which lines from the poem show evidence of the answer to Part A?

- A. lines 1–2
- B. lines 10–11
- C. lines 19–20
- D. lines 35–36

Item Set 1 – Question 6 (TEI Drag and Drop)

Think about how “Just Like Home” and “Life Doesn’t Frighten Me” communicate ideas by using different structures.

Complete the chart by matching each structural element to the story or the poem. You may drag and drop some structural elements more than once.

rhyme   dialogue   paragraphs   rhythm   stanzas

“Just Like Home”		“Life Doesn’t Frighten Me”	
setting	dialogue	setting	rhyme
paragraphs	descriptions	rhythm	stanzas
		descriptions	

Item Set 1 – Question 7 (Constructed Response)

Identify a theme in “Just Like Home” and a theme in “Life Doesn’t Frighten Me.” Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

**Part A**

What is the meaning of the word **independently** as it is used in paragraph 4 of “Helping Paws”?

- A. without assistance
- B. with a hopeful feeling
- C. without any frustration
- D. with an important purpose

**Part B**

Which detail from the article helps the reader understand the meaning of **independently**?

- A. “. . . needed help from other people for such basic needs as getting a drink of water.” (paragraph 1)
- B. “. . . learned tasks that would help a handicapped person.” (paragraph 3)
- C. “. . . caregivers only coming in for a short time each day.” (paragraph 4)
- D. “. . . now the guy with the monkey.” (paragraph 4)



Item Set 1 – Question 9 (Selected Response; Selected Response)

**Part A**

Read the sentence from paragraph 3 of “Helping Paws.”

At the college, she learned tasks that would help a handicapped person.

Which statement from “Helping Paws” provides support for this statement?

- A. “In 1996, when he was thirty years old, Craig was in a car accident that left him a quadriplegic, someone whose arms and legs don’t work properly.” (paragraph 1)
- B. “Then Minnie came to Craig through the Helping Hands Organization.” (paragraph 1)
- C. “These included taking food out of a refrigerator, turning pages in a book one at a time, and picking up objects that had been dropped.” (paragraph 3)
- D. “It is a long training process, but capuchin monkeys can live to be forty-five years old.” (paragraph 3)

**Part B**

How does the author show that Minnie is useful to Craig?

- A. by providing information about where Minnie was born
- B. by including Craig’s descriptions about how important Minnie is to him
- C. by describing the work of the Helping Hands Organization
- D. by explaining how Craig became a quadriplegic

*Item Set 1 – Question 10 (Selected Response; Selected Response)*

**Part A**

How does the author of "Helping Paws" organize the information?

- A. by showing how Craig and Minnie are alike and how they are different
- B. by explaining why Minnie attended Helping Hands Monkey College
- C. by providing detailed descriptions of both Craig and Minnie
- D. by presenting Craig's challenge and its solution

**Part B**

Which sentence from "Helping Paws" provides evidence for the answer to Part A?

- A. "She learned basic skills such as obeying rules and fetching on command." (paragraph 2)
- B. "And since she's been with me, Minnie's learned even more neat things to do, like make popcorn in the microwave." (paragraph 4)
- C. "Thanks to Minnie, I can live independently with caregivers only coming in for a short time each day." (paragraph 4)
- D. "And when I go out, instead of being seen as the guy in the wheelchair, I'm now the guy with the monkey." (paragraph 4)

*Item Set 1 – Question 11 (Selected Response; Selected Response)*

**Part A**

What is a main idea of the article "Helping Paws"?

- A. Craig is no longer lonely because Minnie is constantly by his side.
- B. Craig can now travel to other places because of Minnie's help.
- C. Minnie has taught Craig that animals are good companions.
- D. Minnie has provided a way for Craig to live with less help from others.

**Part B**

Which sentence from "Helping Paws" supports the answer to Part A?

- A. "Craig Cook has a very special service partner—a twenty-five-year-old female capuchin monkey named Minnie." (paragraph 1)
- B. "For several years, Craig needed help from other people for such basic needs as getting a drink of water." (paragraph 1)
- C. "It is a long training process, but capuchin monkeys can live to be forty-five years old." (paragraph 3)
- D. "Thanks to Minnie, I can live independently with caregivers only coming in for a short time each day." (paragraph 4)

## ANSWER KEY – ITEM SET 2

### Item Set 2 - Question 1 (Selected Response; Multiple Select)

#### Part A

Which is the **best** summary of the story?

- A. The main character buys strange shoes at a thrift shop. A woman tells her she needs to find a way to get out of the shoes or they will take her places she does not want to go.
- B. The main character buys shoes that control her every step, and she cannot get them off. She thinks of a clever solution to get out of the shoes and asks some kids to help her.
- C. The main character is stuck in a tree because she bought strange shoes that made her climb up the tree. When she jumps in a wagon, she loses her shoes, and the wagon rolls away.
- D. The main character wears shoes that take her places, and she gets stuck in a tree. She asks some kids to help her get down from the tree safely, and they finally bring a wagon with cement in it.

#### Part B

Which **two** sentences from the story **best** support the answer to Part A?

- A. "They were blue-and-red-checked slip-on sneakers."
- B. "I quickly realized that those shoes were going to take me wherever they wanted."
- C. "She looked at my shoes and said, 'Did you get those at the secondhand store downtown?'"
- D. "Somehow, I managed to pull myself up to sit on a branch."
- E. "The cement held the shoes in place, and I came out of them."
- F. "Then the wagon started rolling down the path."

**Part A**

Which statement **best** describes the main character between paragraph 4 and paragraph 10 in the story?

- A. The main character is angry because the shoes make her walk quickly.
- B. The main character is frustrated because the shoes seem more clever than she is.
- C. The main character is scared because the shoes seem to be in control of her.
- D. The main character is jealous because the shoes have been tricked by other people.

**Part B**

Which statement from paragraphs 4 through 10 supports the answer to Part A?

- A. "‘Yep.’ I hurried along at the pace of a speed-walker."
- B. "‘I was stuck in those shoes once,’ she said."
- C. "‘Someone tells me to outsmart a pair of shoes, and I can’t.’"
- D. "I put my hands over my face, certain I’d smash right into that tree."

**Part A**

Based on the events in the story, which phrase **best** describes the main character at the end of the story?

- A. proud that she tricked the shoes
- B. unsure about where to buy new shoes
- C. worried about what the shoes will do next
- D. excited to learn where the shoes take the wagon

**Part B**

Which detail from the story **best** supports the answer to Part A?

- A. "My plan worked!"
- B. "I guess your shoes are stuck in there forever," the girl said."
- C. "Then the wagon started rolling down the path."
- D. "I sure hope those wacky shoes know how to drive."

Item Set 2 - Question 4 (Selected Response; Selected Response)

**Part A**

Which is a main theme of the story?

- A. Overcoming fear can lead to success.
- B. Being creative can solve problems.
- C. Knowing a lot of information is necessary for solving problems.
- D. Having a positive attitude can help when things are challenging.

**Part B**

Which sentence from the story **best** supports the answer to Part A?

- A. "I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong."
- B. "I tried not to look down."
- C. "The good thing about being stuck in the tree was that I had time to think up a wild idea."
- D. "'Thanks, guys!' I said."

Item Set 2 - Question 5 (Constructed Response)

In "Those Wacky Shoes," a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events.

Imagine that you, like the girl in the story, find a pair of wacky shoes that won't come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.

Item Set 2 - Question 6 (Selected Response; Multiple Select)

**Part A**

Based on information in paragraphs 2 and 3, what is the meaning of the word **spectacular**?

- A. amazing
- B. difficult
- C. exhausting
- D. risky

**Part B**

Select **two** details from the article that are examples of something else that is **spectacular**.

- A. "... live near the west coast ..." (paragraph 2)
- B. "... all of the whales explode out of the water at once. ..." (paragraph 3)
- C. "... made magnificent trumpetlike sounds ..." (paragraph 4)
- D. "... reluctant to try to escape ..." (paragraph 10)
- E. "... whales often live and hunt together. ..." (paragraph 19)



**Part A**

How does a sonar device help scientists in their research?

- A. It takes still pictures and videos of objects that are underwater.
- B. It listens and records sounds that are underwater.
- C. It uses echoes of sound waves to discover objects underwater.
- D. It creates bubbles and releases them underwater.

**Part B**

Which evidence describes the discovery made through the use of sonar?

- A. "A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles." (paragraph 9)
- B. "Then the researchers pumped in air to make a wall of bubbles." (paragraph 14)
- C. "When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds." (paragraph 15)
- D. "As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral." (paragraph 17)

*Item Set 2 - Question 8 (Selected Response; Selected Response)*

**Part A**

Researchers conducted several experiments at the aquarium to study whale-feeding behavior. Which is the correct order of the steps used to imitate whales feeding in the wild?

- A. played a recording of feeding calls, pumped bubbles into the aquarium, and used a model of a humpback flipper
- B. pumped bubbles into the aquarium, played a recording of feeding calls, and used a model of a humpback flipper
- C. used a model of a humpback flipper, pumped bubbles into the aquarium, and played a recording of feeding calls
- D. played a recording of feeding calls, used a model of a humpback flipper, and pumped bubbles into the aquarium

**Part B**

At the aquarium, what was the purpose of conducting research on whale-feeding behaviors?

- A. to identify the reasons that whales blow bubbles and circle the herring
- B. to find out whether herring escape bubble nets blown by whales
- C. to discover the role of whale calls and flippers in catching food
- D. to learn how sound travels in water

According to the article, humpback whales use specific actions to hunt fish. Move the effect of each action into the correct box in the table.

Action	Effect
make trumpetlike sounds	"... send the fish toward the surface ..." (paragraph 17)
make bubble net smaller	"... squeezed into a tighter group ..." (paragraph 17)
blow a ring of bubbles	"... trapped in a bubble net!" (paragraph 10)
wave flippers	"... keep the trapped fish from escaping between them." (paragraph 18)

**Part A**

How does the author of "How Humpbacks Go Fishing" use details to support the idea that whales work together?

- A. She explains the different jobs that whales have while they are feeding.
- B. She describes the tools used by scientists to conduct research on whales.
- C. She explains what scientists used to believe about whale behavior.
- D. She describes the types of fish whales prefer to eat.

**Part B**

Which sentence from the article provides evidence for the answer to Part A?

- A. "Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill." (paragraph 1)
- B. "Most researchers thought the humpbacks were fighting over the fish." (paragraph 6)
- C. "Using an underwater microphone, the research team recorded the sounds of the whales." (paragraph 11)
- D. "Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on." (paragraph 19)

Item Set 2 - Question 11 (TEI Drag and Drop)

Research scientists used a variety of instruments to study the behavior of humpback whales.

Match each important discovery made by the scientists by dragging the discovery to the correct box for each instrument.

Scientific Discoveries

Crittercam

Microphone

Sonar

"It showed that the whales waved their huge flippers back and forth as they fed."  
(paragraph 5)

"When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net."  
(paragraph 15)

"A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles."  
(paragraph 9)

**Part A**

What is the main idea of the article?

- A. Humpback whales use their fins to protect themselves.
- B. Humpback whales are smart and social creatures.
- C. Humpback whales like to swim in shallow water.
- D. Humpback whales prefer to hunt by themselves.

**Part B**

Which **two** details from the article **best** support the answer to Part A?

- A. "... are known for feeding alone or in pairs." (paragraph 1)
- B. "... flow of bubbles rises to the surface, forming a circle." (paragraph 2)
- C. "... and gulped a large number of fish." (paragraph 11)
- D. "... flashing the white sides of their flippers to keep the trapped fish from escaping between them." (paragraph 18)
- E. "... can form lifelong relationships with others of their species." (paragraph 20)



Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis.</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be a few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>



### Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

**NOTE:**

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.