

4th Grade

ELA

Chapter 1: LEAP English Language Arts, Grade 4

This section describes the overall design of the LEAP English Language Arts (ELA) test to be administered to students in grade 4. Test specifications, scoring rubrics, and sample test questions are provided to explain how the standards and benchmarks for English language arts are assessed.

Test Structure and Item Types

The ELA test consists of four sessions, which are administered in two phases, each phase in a single day:

Phase 1:

- Writing

Phase 2:

- Reading and Responding
- Using Information Resources
- Proofreading

Students are allowed as much time as they need to complete each session, but suggested times are provided in the *Test Administration Manual*, which explains the procedures for allowing students additional time to complete a session of the test.

Writing

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. This session of the test measures the content of Standards 2 and 3.

The Writing test is **untimed**, but students should be given a minimum of 75 minutes to read the passage(s), plan and write their composition, and check their work. Students are given a Writer's Checklist and are provided with dictionaries and thesauruses. A copy of the Writer's Checklist is located in Appendix D.

Reading and Responding

This session consists of four reading passages (including at least one fiction, one nonfiction, and one poem). It includes a variety of multiple-choice and short-answer questions that measure the content of standards 1, 6, and 7. All reading passages are complete and authentic, either previously published work, fully developed excerpts from longer published works, or well-developed text written for the test. Excerpts from longer works may be used if they are self-contained.

Fiction passages (approximately 450–1,000 words) may include short stories, folktales, legends, or myths. In grade 4, passages may include illustrations.

Nonfiction passages (approximately 450–850 words) may include newspaper and magazine articles, autobiographies, biographies, editorials, encyclopedia articles, letters to the editor, and speeches. If appropriate, the nonfiction passage may include a visual (for example, pictures, graphs, tables, flow charts).

The lengths of two passages (one fiction and one nonfiction) fall within the respective ranges noted above. The poem and the fourth passage may be shorter than 450 words.

The reading level of each piece is grade-appropriate. Long passages are measured with 6 multiple-choice and 2 short-answer questions; short passages are measured with 4 multiple-choice and 2 short-answer questions.

The Reading and Responding session consists of 20 multiple-choice and 8 short-answer questions that are distributed across Standards 1, 6, and 7.

Using Information Resources

This session assesses Standard 5. Students are provided four to six reference sources to use to answer 5 multiple-choice and 2 short-answer questions. These reference sources may include sources such as:

- articles (from encyclopedias, magazines, newspapers, textbooks)
- parts of books (tables of contents, indexes, glossaries)
- visual aids (maps, graphs, tables, charts, illustrations, schedules, diagrams)
- computer information (such as a picture of a page from a Web site)

All of the information resources are realistic, grade-appropriate materials that a fourth grader might find in a library and use in preparing a project or report. All materials are related to a specific topic. With the reference materials, students receive a written description of a task, such as gathering information and planning to write a report. Students are directed to skim through the resources to locate and select information.

Proofreading

This session assesses standard 3. Students read a text of about 100–150 words that includes mistakes in sentence formation, usage, mechanics, and spelling. The text may be a letter, a narrative, an editorial, or an expository piece. It will include eight numbered, underlined parts. Students answer multiple-choice questions that require choosing the best way to write each underlined part (either by correcting the mistake or by indicating that the underlined part is written correctly as is).

Proofreading consists of 8 multiple-choice questions.

Table 1.1: English Language Arts Test Specifications, Grade 4

Content Standard	Points	<i>Subtest</i>			
		Writing	Using Information Resources	Reading and Responding	Proofreading
1. Read, comprehend, and respond	10	—	—	10	—
2. Write competently	8	8	—	—	—
3. Use conventions of language	12	4	—	—	8
4. Apply speaking/listening skills	N/A	—	—	—	—
5. Locate, select, and synthesize information	9	—	9	—	—
6. Read, analyze, and respond to literature	8	—	—	8	—
7. Apply reasoning and problem-solving skills	18	—	—	18	—
Total	65	12	9	36	8
No. of items	44	1	7	28	8

The ELA test design remains constant from year to year.

Scoring the English Language Arts Sessions

Multiple-Choice Items

Each multiple-choice question has four response options (A, B, C, and D) and is worth one point each. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Written Composition

In the Writing section of the assessment, there is a writing prompt that requires a student to read one or two passages and then write a composition that includes evidence from the text in the response. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style Rubrics can be found on pages 5 through 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of evidence from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

The written response to the writing prompt is also scored for the conventions of writing (Sentence Formation, Usage, Mechanics, and Spelling). All other written responses (short-answer items) for the ELA, Mathematics, Science, and Social Studies assessments are scored for content only.

A 12-point rubric is used to score writing. The dimensions and point values of the writing rubric are:

Content	4 points (on a 1-to-4-point scale)
Style	4 points (on a 1-to-4-point scale)
Sentence Formation	1 point (on a 0-to-1-point scale)
Usage	1 point (on a 0-to-1-point scale)
Mechanics	1 point (on a 0-to-1-point scale)
Spelling	1 point (on a 0-to-1-point scale)

Legibility contributes to the scorers' ease of understanding what the student has written. Any legible composition will be scored, regardless of penmanship. Students may write in print or cursive. Compositions will be considered **on topic** if the scorer can determine that the student attempted to respond to the prompt.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE AND DEVELOPMENT	A composition without evidence from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passage to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from the passage to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no evidence from the passage, OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

CONTENT (Two Passages): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> sharply focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE(S) AND DEVELOPMENT	A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passages to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from at least one of the passages to support central idea Evidence and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no evidence from the passage(s), OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage(s) and/or the evidence shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. Clear beginning, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul style="list-style-type: none"> • precise • effective • vivid words and phrases appropriate to the task 	<ul style="list-style-type: none"> • clear but less specific • includes some interesting words and phrases appropriate to the task 	<ul style="list-style-type: none"> • generic • limited • repetitive • overused 	<ul style="list-style-type: none"> • functional • simple (below grade level) • may be inappropriate to the task
SENTENCE FLUENCY	<ul style="list-style-type: none"> • fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> • generally varied in length and structure • Most sentences have varied beginnings. 	<ul style="list-style-type: none"> • little or no variety in length and structure • Awkward sentences may affect the fluidity of the reading. • same beginnings 	<ul style="list-style-type: none"> • simple sentences • no variety • Construction makes the response difficult to read.
VOICE (individual personality of the writing)	<ul style="list-style-type: none"> • compelling and engaging 	<ul style="list-style-type: none"> • clear, but may not be particularly compelling 	<ul style="list-style-type: none"> • weak and/or inconsistent voice 	<ul style="list-style-type: none"> • no voice • Response is too brief to provide an adequate example of style; minimal attempt.

The dimensions of Sentence Formation, Usage, Mechanics, and Spelling are scored with either a + (acceptable), which receives 1 point, or – (unacceptable), which receives 0 points.

Sentence Formation: Desirable features are completeness and construction of a variety of patterns.

+	The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, run-on sentences or fragments. Additionally, there is a variety of sentence patterns, indicating that the writer can construct more than one type of sentence competently.
–	The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation. There may be evidence of control of only one type of sentence pattern (usually simple).

Usage: Features are agreement, standard inflections, and word meaning.

+	The response exhibits acceptable control of usage. Subject-verb agreement, verb tenses, forms of adjectives and adverbs, and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
–	The response exhibits unacceptable control of usage. There are errors in subject-verb agreement, verb tenses, forms of adjectives and adverbs, and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

Mechanics: Features are punctuation and capitalization.

+	The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
–	The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

Spelling:

+	The response exhibits acceptable control of spelling. The majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
–	The response exhibits unacceptable control of spelling. There are errors in spelling grade-appropriate words. There is a pattern of spelling errors.

In some cases, a composition may not be scorable. For example, if it is illegible or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Sentence Formation, Usage, Mechanics, and Spelling. Such a paper could receive a maximum of 4 of 12 points.

Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, **one word** will constitute **only one error**. In situations in which it is difficult to determine to which dimension the error should be assigned, the scorer will take into account priority, context clues, and error patterns that are evident in the paper.

- Priority is given to the more serious grammatical errors.
- Context clues may indicate the writer's intention.
- Error patterns already evident in the paper indicate a skill weakness in that dimension.

Sentence Formation:

- If a sentence with omissions, extra words, or wrong words can be corrected by changing **one word**, the error should count as a **usage** error.

Example: When it's no school, I play all day.

- If a sentence requires the rearrangement, omission, or addition of **more than one word**, the error should count as a **sentence formation** error.

Example: I saw those boys fighting while driving my car.

- Nonparallel structure, often in a series, is a **sentence formation** error.

Example: We will live better lives, coping with our sorrows, and how to be joyful of our happiness.

- In grades that are not responsible for mastery of colons, a sentence that contains a series that should have been preceded by a colon would count as a **sentence formation** error. The alternate correct construction would be another sentence.

Example: Janet is a good librarian because of all three of these reasons she is helpful, she is smart and she is courteous.

- If a sentence fragment is deliberately presented for effect, the error is **not counted** as an error.

Example: What a break!

- A **pattern of awkward syntax** (word order) should be considered a **sentence formation** error.

Quotations:

- All **spelling** and **grammar** errors that appear in a direct quotation are assumed to be the errors of the speaker, not the writer. They are **not counted in any dimension**. Errors in **mechanics** that appear in a direct quotation **do count**.

Example: "You ain't got no reason ta be here Manny!" shouted the foreman.

- Direct quotations **should not** be preceded by **that**. Indirect quotations **should** be preceded by **that**. These count as errors in **mechanics**.

Example: Then Mom said that, "We cannot go along." After we returned, she said we are in trouble.

Mechanics, Usage, and Spelling:

Usage and mechanics errors count *each time* they occur in a composition. However, spelling errors count only **once**, even if a word is misspelled in more than one way.

- If a sentence begins with a capital letter but is **not** preceded by a period, the error counts as a **mechanics** error.
Example: Martha went to the well and looked inside Far below, something was sparkling in the water.
- If a sentence begins with a lowercase letter but is preceded by a period, the error counts as a **mechanics** error.
Example: Teddy is the youngest in the family. he is my only nephew.
- Use of double comparatives or double negatives is a common **usage** error.
Example: I'm even more better at soccer than at football. None of them are not my friend.
- Use of the wrong preposition is a common **usage** error.
Example: He went for the house.
- In addition to *TV*, both *T.V.* and *tv* are **acceptable** and **not mechanics** errors. Interchanging *will* with *would* and *can* with *could* is **acceptable** and **not a usage** error. Use of *so they* instead of *so that they* is **acceptable** and **not a usage** error.
- Agreement errors of compound pronouns or collective nouns with possessives are **usage** errors.
Examples: Correct: people's lives, everyone's hope, everybody's house, their lives
- Agreement errors with collectives, phrases, and conjunctions are **usage** errors.
Example: Incorrect: None of the teachers are good role models or a hero.
- A word may be both a **usage** and a **spelling** error; it may not be possible from **context clues** to determine whether the error is in spelling or in usage. In such instances, the error should be counted in **usage only**.
Example: She allway comes to work on time.
- If a misused word in a sentence is a real word, it is a **usage** error. If it is not a real word, it is a **spelling** error.
Example: We all went to the skating ring. (**usage**) We joined my parnets and were reddy to leave. (**spelling**)
- An error in which a **homonym** takes the place of the correct word is counted as a **spelling** error.
Example: Martin gave him a peace of his chocolate bar.
- Some words, although they are not real homonyms, are so phonetically similar that they are frequently misspelled. Context clues should indicate whether the skill weakness is **spelling** or **usage** (wrong word).
Example: I would rather have a vacation then a raise! (**spelling**) She was late for her piano listens. (**usage**)
- A word may be either a **spelling** or a **mechanics** error. Use either **context clues** or **error patterns** to determine which dimension would be most appropriate.
Example: All the hero's aren't in the movies. (**spelling**)
- A word may be either a **usage** or a **mechanics** error. Use either **context clues** or **error patterns** to determine which dimension would be most appropriate.

Example: Were going to Disneyland on our vacation. (**mechanics**)

- In a series, a comma before *and* is optional; both ways are considered **correct**.
Example: The birds, cats and dogs . . . The birds, cats, and dogs . . .
- In some series, the placement of the comma **is not optional because it affects the sense** of the sentence.
Example: The pet shop was filled with birds, cats and dogs (kenneled), and fish of every color, shape and size.
- A word at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a **mechanics** error.
Example: I worked at the National Foundation for the Blind.

Other Issues:

- **Jargon** that is in common use in contemporary speech is permitted in on-demand compositions.
Example: After he cut the lights, we locked the door and left the house.
- **Dialect** is counted as a usage error unless it is in a direct quotation.
Example: I'm very happy y'all are reading my test and I hope y'all pass me.

Students must produce a **composition** that addresses the writing prompt to fulfill the requirements of the writing session. Plays, poems, lyrics, and drawings are **not** acceptable.

Because the purpose of writing assessments is to determine how well students can demonstrate and maintain writing skills in an original on-demand composition, the rules of **standard written English** apply and override foreign language, regional, ethnic, and colloquial speech patterns.

For each administration of LEAP, a student's writing response is scored by at least two readers, whose scores are averaged for each dimension.

Table 1.2: Example of Scores for the Written Composition

Dimension	Reader 1	Reader 2	Average
Content	3	4	3.5
Style	2	2	2.0
<i>Subtotal</i>			5.5
Sentence Formation	1	0	0.5
Usage	1	1	1.0
Mechanics	0	1	0.5
Spelling	1	1	1.0
<i>Subtotal</i>			3.0
Total score			8.5 (of 12)

Short-Answer Items

The short-answer questions in the grade 4 ELA test are scored on a 0- to 2-point scale. The following is a general scoring rubric for 2-point questions. All responses to short-answer items are hand scored with item-specific scoring rubrics, which are included with the sample items in this guide.

Table 1.3: General Scoring Guide (Rubric)—Short-Answer Items

Score Level	Description of Score Level
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 totally incorrect, irrelevant, too minimal to evaluate, or blank.

STANDARDS AND BENCHMARKS ASSESSED

This section explains which benchmarks are assessed and how they will be assessed. The information is organized by test sessions and, when appropriate, includes the following for each session: standards assessed; benchmarks assessed, or the text of all benchmarks eligible for LEAP; and any assessment limits, which include benchmarks that are excluded from LEAP and any special restrictions on test content.

Explanation of Codes

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are **not** assessed on LEAP.

Standard 5 relates to research skills.

English language arts codes are arranged by content area, standard number, grade cluster (E, M, H), and benchmark number. The first part of the code is always English language arts. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number.

Table 1.4: Examples of English Language Arts Codes

Code	Translation
ELA-1-E4	English Language Arts, standard 1, elementary, benchmark 4
ELA-4-M1	English Language Arts, standard 4, middle school, benchmark 1
ELA-3-H3	English Language Arts, standard 3, high school, benchmark 3

Writing

The Writing session measures standards 2 and 3.

Standard 2: <i>Students write competently for a variety of purposes and audiences.</i>
Benchmarks Assessed
ELA-2-E1 drawing, dictating, and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end)
ELA-2-E2 focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (for example, classroom, real-life, workplace) in developing compositions
ELA-2-E3 creating written texts using the writing process
ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (for example, stories, letters, poems, logs)
ELA-2-E6 writing as a response to texts and life experiences (for example, journals, letters, lists)

For the Writing session, students compose a response to a writing topic, referred to as a writing prompt. ELA-2-E1, ELA-2-E2, ELA-2-E3, ELA-2-E4, and ELA-2-E6 are assessed through the written composition.

Standard 3: <i>Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</i>
Benchmarks Assessed
ELA-3-E2 demonstrating use of punctuation (for example, comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments
ELA-3-E3 demonstrating standard English structure and usage by writing clear, coherent sentences
ELA-3-E4 using knowledge of the parts of speech to make choices for writing
ELA-3-E5 spelling accurately using strategies (for example, letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (for example, glossary, dictionary) when necessary

Compositions are scored for the conventions of standard English. The content parameters for conventions grade 4 students are expected to know are specified on the following page.

Content Parameters

Punctuation

- use of end punctuation (with sentences and with abbreviated titles, such as *Mr.*)
- use of commas in a series of terms, in dates, between city and state, after the salutation, and after the closing of a friendly letter
- use of apostrophes with contractions and possessives

Capitalization

- capitalization of the first word of a sentence, the pronoun *I*, days, months, and holidays, names of people, titles of respect, and titles of books, movies, songs, etc.

Sentence Structure

- use of complete sentences (avoiding fragments and run-on sentences)

Usage

- subject-verb agreement
- use of verb tenses
- comparative and superlative adjectives and adverbs
- use of pronoun case
- usage of nouns, verbs, pronouns, adjectives, and adverbs

Spelling

- grade-appropriate words
- high-frequency words
- color words
- days of the week
- common abbreviations
- grade-appropriate spelling patterns

Reading and Responding

The Reading and Responding session assesses reading comprehension skills specified in standards 1, 6, and 7 with four reading passages.

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

Benchmarks Assessed

ELA-1-E1 gaining meaning from print and building vocabulary using a full range of strategies (for example, self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning

ELA-1-E4 recognizing story elements (for example, setting, plot, character, theme) and literary devices (for example, dialogue, simile, personification) within a selection

ELA-1-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages (for example, range for fiction passages—450–1,000 words; range for nonfiction—450–850 words)

Questions measuring benchmark ELA-1-E1 assess **gaining meaning** from word clues or context clues but not **building vocabulary**. Items assess understanding the meaning of a word from context. Clues to proper meaning are found in the sentence itself or in surrounding sentences.

Questions measuring ELA-1-E4 assess story elements but not literary devices. Story elements include plot, setting, main characters, theme, and problem resolution.

ELA-1-E5 may be measured with questions that involve an illustration or picture.

These benchmarks may be assessed with multiple-choice and short-answer questions related to the reading passages.

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

Benchmarks Assessed

ELA-6-E1 recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups

ELA-6-E2 recognizing and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (for example, folktales, legends, myths, biography, autobiography, poetry, short stories)

ELA-6-E3 identifying and distinguishing key differences of various genres

To allow for assessment of these benchmarks, the four reading passages represent a variety of literary genres. At least one represents American literature, reflecting the experiences and traditions of ethnic group(s) within the United States. Questions that measure ELA-6-E3 may require students to identify characteristics of the passages as well as the genre of a passage. All three benchmarks may be measured by multiple-choice or short-answer questions related to the passages.

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

Benchmarks Assessed

ELA-7-E1 using comprehension strategies (for example, sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts

ELA-7-E3 recognizing an author’s purpose (reason for writing) and viewpoint (perspective)

ELA-7-E4 using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

Questions that measure standard 7 focus primarily on assessment of reading comprehension and higher-order thinking skills. All three benchmarks may be measured by multiple-choice or short-answer questions related to the passages.

Using Information Resources

The Using Information Resources session measures standard 5, research skills, by using a set of reference sources.

Standard 5: *Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.*

Benchmarks Assessed

ELA-5-E1 recognizing and using organizational features of printed text, other media, and electronic information (for example, parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)

ELA-5-E2 locating and evaluating information sources (for example, print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)

ELA-5-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics

ELA-5-E5 giving credit for borrowed information by telling or listing sources

ELA-5-E6 recognizing and using graphic organizers (for example, charts/graphs, tables/schedules, diagrams/maps)

ELA-5-E1 is measured with questions that assess the ability to use organizational features to locate information in a variety of sources. Questions measuring ELA-5-E2 assess the ability to determine the best source of information. Items that measure ELA-5-E3 focus on the skills of outlining and filling in parts of a graphic organizer. ELA-5-E5 is assessed with questions that involve identifying parts of a bibliographic entry. Items that measure ELA-5-E6 involve locating information in graphic organizers.

These benchmarks may be assessed with multiple-choice and short-answer questions.

Proofreading

The Proofreading session assesses standard 3, proofreading skills, with the use of a rough draft of a letter or report.

Standard 3: *Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.*

Benchmarks Assessed

ELA-3-E2 demonstrating use of punctuation (for example, comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments

ELA-3-E3 demonstrating standard English structure and usage by writing clear, coherent sentences

ELA-3-E4 using knowledge of the parts of speech to make choices for writing

ELA-3-E5 spelling accurately using strategies (for example, letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (for example, glossary, dictionary) when necessary

All questions in the Proofreading session measure the use of the conventions of standard English. ELA-3-E5 is assessed with questions that require students to recognize the correct spelling of grade-appropriate words. Students may not use dictionaries for this test session. The content parameters for fourth grade are shown on page 1-15.

These benchmarks are measured with 8 multiple-choice questions.

Sample Test Items: Grade 4 English Language Arts

Writing

Below is a sample passage-based writing prompt like those used in a grade 4 LEAP Transitional English Language Arts test.

Read the passage about Moroccan markets. As you read the passage, imagine an adventure someone could have finding an unusual treasure in a Moroccan market. Then use the passage to help you to write a well-organized story of at least three paragraphs.

Moroccan Market

Morocco is a country in northern Africa bordered by the Atlantic Ocean and the Mediterranean Sea. One of the most interesting things about this country is its markets. What makes these markets so special? Let's find out!

The markets can be any size, but most are very large, open-air markets. That means they are not in a mall or shopping center. They are outdoors where shoppers can feel the wind blowing and the sun shining. Sometimes birds fly into the market or animals walk in and "shop" among the people. Some big markets are made up of so many narrow streets that it feels like walking through a maze.

A Moroccan market has many surprises for shoppers. It is filled with interesting and unusual sights and sounds. Storytellers wander through the market entertaining people with delightful tales. Musicians play drums and sing African music. Acrobats delight the crowds with their tumbling and extraordinary balancing acts. Snake charmers play flutes to make their snakes dance, and trained monkeys perform for the shoppers!

There are many treasures to be found in a Moroccan market. Some people shop for old, mysterious lamps, beautiful locked boxes, or statues made of metal. Others look for unusual rugs, jewelry, or clothes. Some buy food and spices that can only be found in Morocco.

At a Moroccan market there are no price tags. Shoppers choose how much they want to pay for something through a process called *bartering*. If both the shop owner and shopper agree on a price, they will make the trade. This way both the shop owner and shopper are happy.

A Moroccan market is truly a special place. Shoppers never know what to expect at each turn in the maze of a Moroccan market. One thing is certain: shoppers cannot help but have an adventure they will remember.

Writing Topic

Think about an adventure someone could have in a Moroccan market. Think about what he or she might see and do.

Write a story for your teacher about an adventure someone has in a Moroccan market. Use details from the passage to help you tell your story.

As you write, follow the suggestions below.

- Your story should have at least three paragraphs.
- Be sure your story has a beginning, a middle, and an ending.
- Use details from the passage and include enough information so your teacher will understand what happened in your story.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write a story. Other prompts may ask students to explain or describe something or convince someone of their position.

Reading and Responding

Following are reading passages and questions that have been used on grade 4 LEAP assessments. The samples are from the four types of passages that appear on tests: long and short fiction and nonfiction passages and poetry. 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 reading, writing, speaking, listening, viewing, and visually representing.

Short Passage

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.

Sample Multiple-Choice Items

1. 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 response: B

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

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

2. Which word **best** describes Hershey after his chocolate company became successful?
- A. boastful
 - B. forgetful
 - C. generous
 - D. worried

Correct response: C

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 (for example, setting, plot, character, theme) and literary devices (for example, simile, dialogue, personification) within a selection

3. 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 response: C

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 (for example, self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning

4. 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 response: C

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

Sample Short-Answer Items

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

Scoring Rubric:

Score	Description
2	The student's response is complete. It clearly states at least two text-based examples of difficulties from Hershey's life.
1	The student's response is partial. It <ul style="list-style-type: none"> • states one text-based example of a difficulty from Hershey's life OR <ul style="list-style-type: none"> • demonstrates a limited awareness and/or may contain errors.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Exemplary responses:

- 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.

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

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

6. 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 is complete. It <ul style="list-style-type: none"> • clearly describes a childhood experience that would cause Hershey to open a school for orphaned boys AND <ul style="list-style-type: none"> • gives an explanation of why this would cause him to open the school for orphaned boys.
1	The student’s response is partial. It <ul style="list-style-type: none"> • identifies a childhood experience that would cause Hershey to open a school for orphaned boys OR <ul style="list-style-type: none"> • gives an vague explanation of why Hershey opened a school for orphaned boys OR <ul style="list-style-type: none"> • demonstrates a limited awareness and/or may contain errors.
0	The student’s response is incorrect, irrelevant, too brief 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.

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

Benchmark ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

Young chimpanzees need their mothers during the first few years of life. Read about how chimpanzee mothers care for their babies, then answer questions that follow.

Chimpanzee Childhood

by Richard Wrangham



1 Mother is far and away the most important figure in the life of a young chimpanzee. Brothers and sisters can be good playmates, but since babies normally are born six years apart, by the time the new baby is three, the older offspring often is on its own. . . .

The baby is born in a tree, on a bed of twigs and leaves where Mother has been resting for a day. No one else knows about the arrival, not even the older sister or brother. The baby is very weak at first, barely able to hold on. Mother has to climb slowly, cradling it awkwardly. First-time mothers do not always know how to make a baby comfortable, and sometimes they hurt the baby by squeezing too hard when they are only trying to help.

A few hours after leaving the birth nest, the baby starts meeting other chimpanzees. Everyone is interested in the new arrival, but the mother is very

cautious about letting anyone near. When she sees a big male, she crouches low with her baby beneath her, grunting softly at the male and bobbing her head. He gently reaches out to touch her, as if to say, “Don’t worry. I won’t bother you.” . . .

Most of the time, Mother keeps her little family away from the other chimpanzees. She carries her baby between food trees, sometimes followed by the next youngest offspring. . . .

For a young chimpanzee, being alone with Mother often is boring because she spends longer gathering food than the young one does. The offspring may sit staring into space or pick the wings off an unfortunate butterfly. Sometimes there are better playthings. A favorite game is to climb up a slender sapling until it starts to bend—then hold on tight as it comes crashing to the forest floor. Of course, the best times come when the group meets

another family. All the youngsters like to play chase games: One will wave a stick temptingly just out of the other's reach and then run off with it when the playmate tries to grab it. When the pursuer catches the tease, they wrestle and tickle each other, laughing madly. Young males tend to get carried away; they always seem to end up in a fight, and the mothers have to break it up.

Given the choice, young females prefer quieter games, such as carrying tiny babies about. Some girls are lucky enough to have an infant sister or brother. Others get to play with babies only when they meet another family. Still, if her mother doesn't want to stay with the baby's family, the young female might try to

persuade her by following the baby herself.

• • •

Life isn't always easy. For several weeks during the dry season, the infant may go to bed hungry every night. Mother's milk is a comfort in the early years, but by the age of five or six, Mother will gently push away the young one's face when he or she snuggles onto her lap to nurse. If the young one is repeatedly turned away, he or she will whimper, tug on Mother's arm, scream, slap the ground, hit the bushes, and finally crash off in a rage. Mother and child always make it up, however, and at the end of the day, they crawl into a fresh leaf bed and lie side by side in comfort and peace.

Sample Multiple-Choice Items

1. In the first paragraph, the word offspring means
 - A. parent.
 - B. child.
 - C. animal.
 - D. adult.

Correct response: B

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 (for example, self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning

2. What happens soon after a baby chimpanzee leaves the birth nest?
- A. It leaves its mother.
 - B. It meets other chimpanzees.
 - C. It hunts for food.
 - D. It climbs small trees.

Correct response: B

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

Benchmark ELA-1-E5: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (for example, range for fiction passages, 450–1,000 words; range for nonfiction, 450–850 words)

3. What was the author’s **main** purpose in writing this passage?
- A. to compare baby chimpanzees to young people
 - B. to tell why chimpanzees make good pets
 - C. to tell how chimpanzees have fun
 - D. to explain how chimpanzees are raised

Correct response: D

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

Benchmark ELA-7-E3: recognizing an author’s purpose (reason for writing) and viewpoint (perspective)

4. According to the passage, a mother chimpanzee will push her young one away
- A. when the young one nurses for the first time.
 - B. if a dry season lasts for many weeks.
 - C. if the young one tries to nurse when it gets older.
 - D. when the mother wants to be with another family.

Correct response: C

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

Benchmark ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

Sample Short-Answer Items

5. Identify **two** things in the passage that show what a mother chimpanzee does soon after her baby is born.

Scoring Rubric:

Score	Description
2	The student's response is complete. It identifies two things in the passage that show what a mother chimpanzee does soon after a baby is born.
1	The student's response is partial. It <ul style="list-style-type: none">identifies one thing in the passage that shows what a mother chimpanzee does soon after a baby is born OR <ul style="list-style-type: none">demonstrates a limited awareness and/or may contain errors.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Exemplary responses:

Things that a mother chimpanzee does soon after her baby is born:

- She climbs very slowly while holding the baby (cradling the baby).
- She tries to make the baby comfortable.
- She may keep the baby away from other chimpanzees.
- She carries the baby between food trees.
- She protects the baby from male chimpanzees by crouching low, grunting softly, and bobbing her head (which keeps other chimpanzees away from the baby).
- She takes the baby to meet others.
- She may squeeze the baby too hard while trying to help.

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

Benchmark ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

6. Based on information in the passage, identify one way male and female chimpanzees are **alike** and one way they are **different**.

Scoring Rubric:

Score	Description
2	The student's response is complete. It identifies <ul style="list-style-type: none"> • one way male and female chimpanzees are alike AND <ul style="list-style-type: none"> • one way male and female chimpanzees are different.
1	The student's response is partial. It either <ul style="list-style-type: none"> • identifies one way male and female chimpanzees are alike OR <ul style="list-style-type: none"> • identifies one way male and female chimpanzees are different OR <ul style="list-style-type: none"> • demonstrates a limited awareness and/or may contain errors.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Exemplary responses:

How male and female chimpanzees are alike:

- They may pick the wings off a butterfly if they are bored.
- They enjoy climbing trees.
- They like to meet other families.
- They like to play chase games.
- They wrestle with each other when they catch each other after a chase.
- They nurse from their mother.

How male and female chimpanzees are different:

- Males get carried away after a chase game and end up in a fight.
- Females prefer carrying tiny babies.

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

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

Poetry

These poems are about the winter sun and the moon. Read these poems and then answer the questions that follow.



The Winter Sun

by Douglas Florian

The winter sun's a grumpy guy.
He scarcely gets to see the sky.
He doesn't speak. His rays are weak.
His disposition's grim and bleak.
He hovers near the naked trees,
His blanket from the sky's big freeze,
And barely dares to lift his head
Before he's ordered back to bed.

The Moon's the North Wind's Cookie

by Vachel Lindsay

What the Little Girl Said

The Moon's the North Wind's cookie,
He bites it day by day,
3 Until there's but a rim of scraps
4 That crumble all away.

The South Wind is a baker
He kneads clouds in his den,
And bakes a crisp new moon that...greedy
North...Wind...eats...again!

Sample Multiple-Choice Items

1. In “The Winter Sun,” why is the winter sun “a grumpy guy”?
- A. No one will talk to him.
 - B. He does not see the sky for long.
 - C. The cold weather bothers him.
 - D. He cannot come outside at all.

Correct answer: B

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

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

2. In line 3 of “The Moon’s the North Wind’s Cookie,” the “rim of scraps” **most likely** describes the
- A. size of the full moon.
 - B. stars around the moon.
 - C. clouds that cover the moon.
 - D. shape of a crescent moon.

Correct answer: D

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 (for example, setting, plot, character, theme) and literary devices (for example, simile, dialogue, personification) within a selection

3. Both poems can **best** be described as
- A. playful descriptions of nature.
 - B. serious lessons about life.
 - C. true information about the world.
 - D. happy stories about everyday life.

Correct answer: A

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

Benchmark ELA-6-E2: recognizing and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (for example, folktales, legends, myths, biography, autobiography, poetry, short stories)

4. In “The Moon’s the North Wind’s Cookie,” the speaker **mostly**
- A. describes the weather
 - B. explains how the wind feels.
 - C. pretends to be the moon.
 - D. tells how the moon changes.

Correct answer: D

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

Benchmark ELA-7-E3: recognizing an author’s purpose (reason for writing), and viewpoint (perspective)

Sample Short-Answer Item

5. Identify **two** ways the South Wind is like a baker in “The Moon’s the North Wind’s Cookie.”

Scoring Rubric:

Score	Description
2	The student’s response is complete. It identifies two ways the South Wind is like a baker.
1	The student’s response is partial. It either <ul style="list-style-type: none">• identifies one way the South Wind is like a baker OR <ul style="list-style-type: none">• demonstrates a limited awareness and/or may contain errors.
0	The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

Exemplary responses:

Ways the South Wind is like a baker:

- He kneads clouds in his den (clouds are like his dough).
- He bakes a crisp new moon.
- (In place of *knead*, response might include the terms such as *make* or *work with*.)

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

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

Long Fiction

Anna and Caleb’s lives are happy except for one thing—they want a mother. Then one day their father tells them he had placed an advertisement for a wife. Read the passage carefully, and then answer questions XX through XX.

Sarah, Plain and Tall

by Patricia MacLachlan

Papa leaned back in the chair. “I’ve placed an advertisement in the newspapers. For help.”

“You mean a housekeeper?” I asked, surprised.

Caleb and I looked at each other and burst out laughing, remembering Hilly, our old housekeeper. She was round and slow and shuffling. She snored in a high whistle at night, like a teakettle, and let the fire go out.

“No,” said Papa slowly, “Not a housekeeper.” He paused. “A wife.”

Caleb stared at Papa. “A wife? You mean a mother?”

Nick slid his face onto Papa’s lap and Papa stroked his ears.

“That, too,” said Papa. “Like Maggie.”

Matthew, our neighbor to the south, had written to ask for a wife and mother for his children. And Maggie had come from Tennessee. Her hair was the color of turnips and she laughed.

Papa reached into his pocket and unfolded a letter written on white paper. “And I have received an answer.” Papa read to us:

Dear Mr. Jacob Witting,

I am Sarah Wheaton from Maine as you will see from my letter. I am answering your advertisement. I have never been married, though I have been asked. I have lived with an older brother, William, who is about to be married. His wife-to-be is young and energetic.

I have always loved to live by the sea, but at this time I feel a move is necessary. And the truth is, the sea is as far east as I can go. My choice, as you can see, is limited. This should not be taken as an insult. I am strong and I work hard and I am willing to travel. But I am not mild mannered. If you should still care to

write, I would be interested in your children and about where you live. And you.

Very truly yours,
Sarah Elisabeth Wheaton

P.S. Do you have opinions on cats? I have one.

No one spoke when Papa finished the letter. He kept looking at it in his hands, reading it over to himself. Finally I turned my head a bit to sneak a look at Caleb. He was smiling. I smiled, too.

“One thing,” I said in the quiet of the room.

“What’s that?” asked Papa, looking up.

I put my arm around Caleb.

“Ask her if she sings,” I said.

Caleb and Papa and I wrote letters to Sarah, and before the ice and snow had melted from the fields, we all received answers. Mine came first.

Dear Anna,

Yes, I can braid hair and I can make stew and bake bread, though I prefer to build bookshelves and paint.

My favorite colors are the colors of the sea, blue and gray and green, depending on the weather. My brother William is a fisherman, and he tells me that when he is in the middle of a fog-bound sea the water is a color for which there is no name. He catches flounder and sea bass and bluefish. Sometimes he sees whales. And birds, too, of course. I am enclosing a book of sea birds so you will see what William and I see every day.

Very truly yours,
Sarah Elisabeth Wheaton

Caleb read and read the letter so many times that the ink began to run and the folds tore. He read the book about sea birds over and over.

“Do you think she’ll come?” asked Caleb. “And will she stay? What if she thinks we are loud and pesky?”

“You are loud and pesky,” I told him. But I was worried, too. Sarah loved the sea, I could tell. Maybe she wouldn’t leave there after all to come where there were fields and grass and sky and not much else.

“What if she comes and doesn’t like our house?” Caleb asked. “I told her it was small. Maybe I shouldn’t have told her it was small.”

“Hush, Caleb. Hush.”

Caleb’s letter came soon after, with a picture of a cat drawn on the envelope.

Dear Caleb,

My cat’s name is Seal because she is gray like the seals that swim offshore in Maine. She is glad that Lottie and Nick send their greetings. She likes dogs most of the time. She says their footprints are much larger than hers (which she is enclosing in return).

Your house sounds lovely, even though it is far out in the country with no close neighbors. My house is tall and the shingles are gray because of the salt from the sea. There are roses nearby.

Yes, I do like small rooms sometimes. Yes, I can keep a fire going at night. I do not know if I snore. Seal has never told me.

Very truly yours,
Sarah Elisabeth

“Did you really ask her about fires and snoring?” I asked, amazed.

“I wished to know,” Caleb said.

He kept the letter with him, reading it in the barn and in the fields and by the cow pond. And always in bed at night.

One morning, early, Papa and Caleb and I were cleaning out the horse stalls and putting down new bedding. Papa stopped suddenly and leaned on his pitchfork.

“Sarah has said she will come for a month’s time if we wish her to,” he said, his voice loud in the dark barn. “To see how it is. Just to see.”

Caleb stood by the stall door and folded his arms across his chest.

“I think,” he began. Then, “I think,” he said slowly, “that it would be good—to say yes,” he finished in a rush.

Papa looked at me.

“I say yes,” I told him grinning.

“Yes,” said Papa. “Then yes it is.”

And the three of us, all smiling, went to work again.

The next day Papa went to town to mail his letter to Sarah. It was rainy for days, and the clouds followed. The house was cool and damp and quiet. Once I set four places at the table, then caught myself and put the extra plate away. Three lambs were born, one with a black face. And then Papa’s letter came. It was very short.

Dear Jacob,

I will come by train. I will wear a yellow bonnet. I am plain and tall.

Sarah

“What’s that?” asked Caleb excitedly, peering over Papa’s shoulder. He pointed. “There, written at the bottom of the letter.”

Papa read it to himself. Then he smiled holding up the letter for us to see.

Tell them I sing was all it said.

Sample Multiple-Choice Items

1. Papa got the idea to advertise for a wife
- A. from his children.
 - B. from the newspaper.
 - C. from the housekeeper.
 - D. from his neighbor.

Correct response: D

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

Benchmark ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

2. Who are Nick and Lottie?
- A. the family's neighbors
 - B. the family's dogs
 - C. Sarah's brother and his wife
 - D. Sarah's cats

Correct response: B

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

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

3. Why is Ann amazed that Caleb asked Sarah about snoring and fires?
- A. She was going to tell Sarah not to answer those questions.
 - B. She already knew the answers to those questions.
 - C. She thinks their neighbor should have asked those questions.
 - D. She thinks those are rude questions to ask.

Correct response: D

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

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

4. What does the word pesky mean when Caleb and Anna talk about being "loud and pesky"?
- A. annoying
 - B. energetic
 - C. sloppy
 - D. boring

Correct response: A

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 (for example, self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning

Sample Short-Answer Items

5. List **two** things that Sarah will no longer see around her when she comes to live on a prairie farm.

Scoring Rubric:

Score	Description
2	The student's response is complete. It lists two text-based things Sarah will no longer see.
1	The student's response is partial. It either <ul style="list-style-type: none">• lists one text-based thing Sarah will no longer see OR <ul style="list-style-type: none">• demonstrates a limited awareness and/or may contain errors.
0	The student's response is incorrect or irrelevant, too brief to evaluate, or blank.

Exemplary responses:

- the sea
- the fog on the sea
- the fish her brother catches in the sea
- sea birds
- her brother's tall house with gray shingles
- other text-based answers

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

Benchmark ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

6. What gift did Sarah send Anna, and why was it special?

Scoring Rubric:

Score	Description
2	The student's response is complete. It <ul style="list-style-type: none">• identifies the gift AND <ul style="list-style-type: none">• explains why it is special.
1	The student's response is partial. It either <ul style="list-style-type: none">• identifies the gift OR <ul style="list-style-type: none">• explains why it is special OR <ul style="list-style-type: none">• demonstrates a limited awareness and/or may contain errors.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Exemplary responses:

- The gift was a book about sea birds.
- It is something that is special to Sarah. It shows that she wants to share what is important to her with Anna.

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

Benchmark ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

Using Information Resources

Following is a set of information resources and questions used on grade 4 LEAP assessments. The grade 4 assessment focuses primarily on measuring student ability to **locate** information.

Introduction: In this session of the test you are asked to look at some reference materials and then use the materials to answer the questions that follow.

Research Topic: Discovering Louisiana

Suppose you want to find out more about Louisiana for a family vacation or a report you are writing. Four different sources of information about Louisiana are included in this test session. The information sources and the page numbers where you can find them are listed below.

1. *Louisiana Tour Guide* from the Louisiana Travel Promotion Association
 - a. Map of Louisiana (page XX)
 - b. Table of Contents (page XX)
 - c. State Symbols/Climate (page XX)

2. Internet Web Site Information
LouisianaTravel.com (page XX)

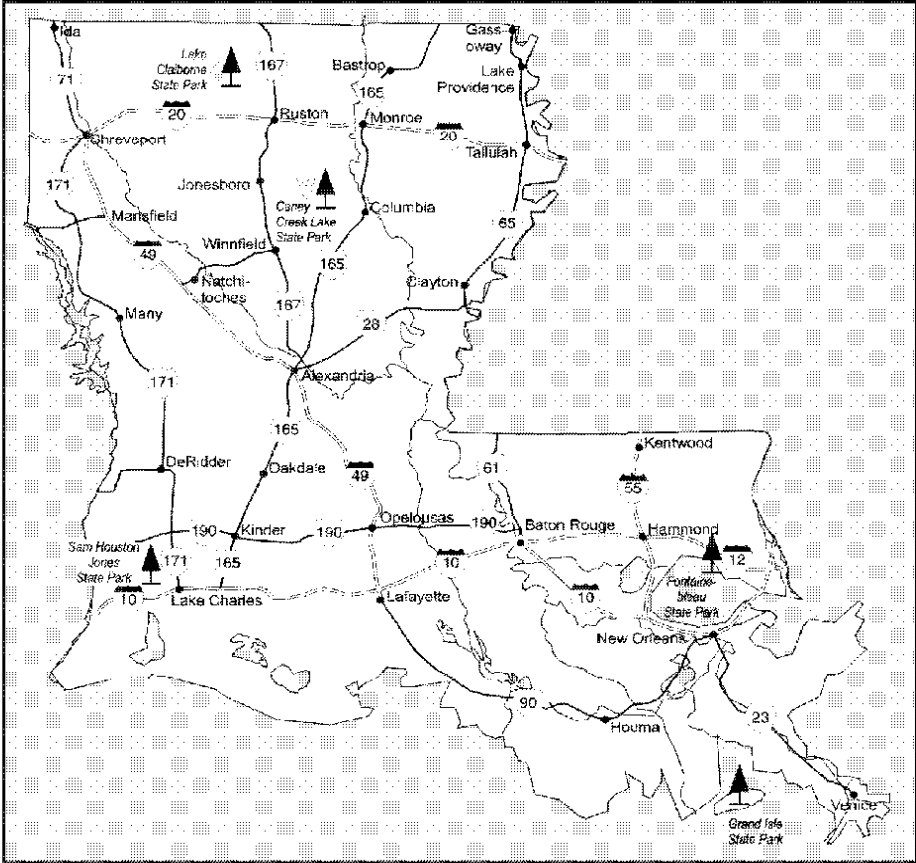
3. *World Book Encyclopedia*
Louisiana Fact Sheet (page XX)

4. Index from Social Studies Textbook (page XX)

Directions: Skim pages XX through XX to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed the sources, answer the questions on pages XX and XX. Use the information sources to answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. *Louisiana Tour Guide* from the Louisiana Travel Promotion Association
a. *Map of Louisiana*


Discovering



Louisiana

1. *Louisiana Tour Guide* from the Louisiana Travel Promotion Association
 b. *Table of Contents*

Table of Contents

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1. *Louisiana Tour Guide* from the Louisiana Travel Promotion Association
 c. **State Symbols/Climate**

State Symbols

State Insect: *Honeybee*
 State Bird: *Brown Pelican*
 State Dog: *Catahoula Leopard Dog* or
Catahoula Hound
 State Tree: *Bald Cypress*
 State Nickname: *Pelican State*
 State Songs: *"Give Me Louisiana"* and *"You
 Are My Sunshine"*



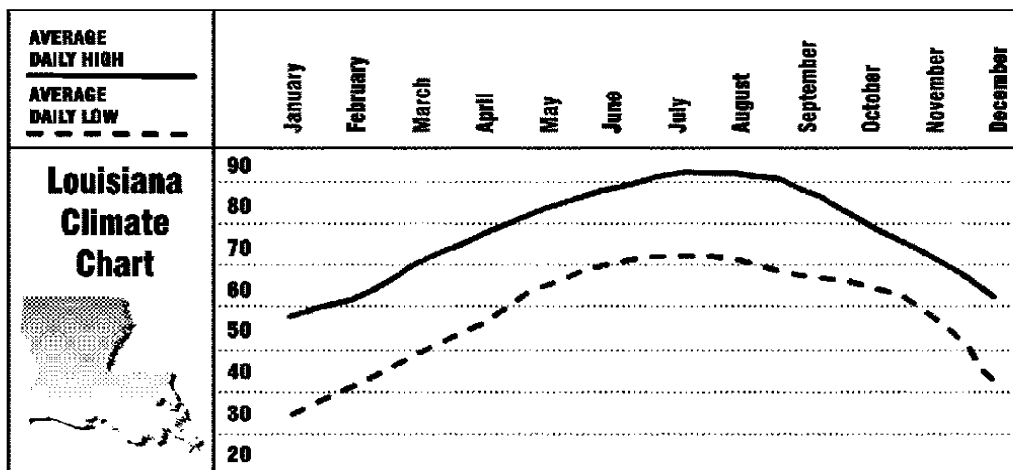
State Flower: *Magnolia*

Climate

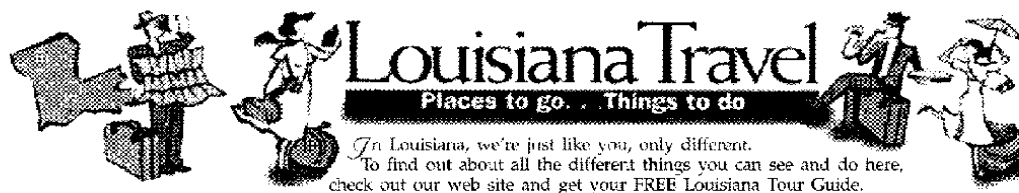
Louisiana's subtropical weather is as diverse as its people. Spring and fall are simply paradise here, and winters can be downright balmy. Cool drinks and cool clothing are recommended June through August.

Bring shorts in the summer, a coat in winter, and an umbrella just in case. Snow rarely falls in the southern sections, with only light snowfall recorded in the northern regions.








Whatever the temperature, you'll find Louisiana has the perfect climate for fun year-round.



2. Internet Web Site Information
LouisianaTravel.com



Louisiana
Click here for your
Free Tour Guide and
Highway Map

-  REGIONAL GUIDE
-  CALENDAR OF EVENTS
-  OUTDOORS
-  GENERAL INFORMATION
-  SEARCH
-  SIGHTS AND SOUNDS
-  HOME
- FESTIVALS GUIDE
 - MARDI GRAS
 - KIDS GUIDE



The Big Scoop on "LITTLE LOU"

"Little Lou" is a rollerblading cayenne pepper who stars in a special brochure just for kids all about the great things they can do in Louisiana. By her own admission, "Little Lou" is petite for a cayenne pepper but very BIG on fun. From fairs and festivals to outdoor activities, attractions, adventure and excitement centers, your kids will be big on Louisiana fun too. So click here and share "Little Lou's" cruise through Louisiana for the younger set. Then as you plan your Louisiana family vacation, you won't miss any "musts."

What's on LouisianaTravel.com

3. World Book Encyclopedia Louisiana Fact Sheet

Louisiana Facts in brief



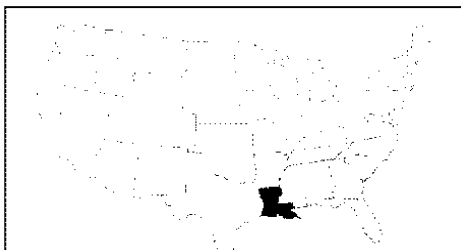
State Flag

The state flag, adopted in 1912, bears a mother pelican in a nest with three young pelicans. The design represents the state as the protector of its people and resources.

Government

Statehood: April 30, 1812, the 18th state.
State capital: Baton Rouge
State government
 Governor: 4-year term
 State senators: 39;
 4-year terms
 State representatives: 105;
 4-year terms
 Parishes: 64

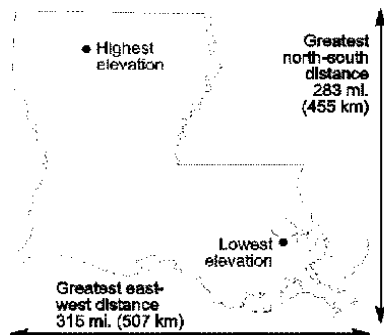
Federal Government
 United States senators: 2
 United States representatives: 7
 Electoral votes: 9



Louisiana (black) ranks 31st in size among all the states and sixth in size among the Southern States (grey).

Land

Area: 47,752 sq. mi. (123,677 km²), including 3,230 sq. mi. (8,366 km²) of inland water but excluding 1,016 sq. mi. (2,631 km²) of Gulf of Mexico coastal water.
Elevation: *Highest*—Driskill Mountain, 535 ft. (163 m) above sea level. *Lowest*—5 ft. (1.5 m) below sea level at New Orleans.



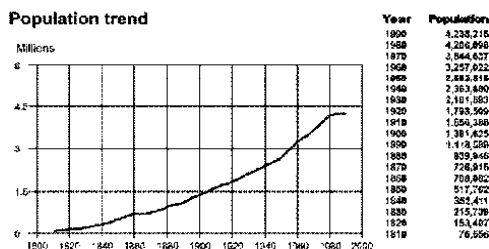
People

Population: 4,238,216 (1990 census)
Rank among the states: 21st
Density: 89 persons per sq. mi. (34 per km²), U.S. average 69 per sq. mi. (27 per km²)
Distribution: 69 per cent urban, 31 per cent rural
Largest cities in Louisiana

New Orleans	498,938	Metairie*	149,428
Baton Rouge	219,531	Lafayette	94,440
Shreveport	198,525	Kenner	72,033

*Unincorporated place.

Population trend



Economy

Chief products

Agriculture: soybeans, beef, cattle, cotton, milk, rice, sugar cane, corn.
Manufacturing: chemicals, petroleum products, transportation equipment, paper products, food products.
Mining: natural gas, petroleum.

Economic Activities

Category	Per cent of gross state product*	Number of employed workers
Mining	15	54,500
Community, social, & personal services	15	344,900
Wholesale & retail trade	14	365,500
Finance, insurance, & real estate	14	78,700
Manufacturing	14	174,000
Transportation, communication, & utilities	11	106,100
Government	10	312,200
Construction	5	80,200
Agriculture	2	52,600
Total	100	1,568,700

*Gross state product the total value of goods and services produced in a year.

Important Dates

- 1541** Hernando de Soto led a Spanish expedition into the lower Mississippi River area.
- 1682** René-Robert Cavalier, Sieur de La Salle, claimed the Mississippi River Valley for France.
- 1699** The royal French colony of Louisiana was founded.
- 1803** The United States purchased Louisiana from France.
- 1812** Louisiana became the 18th state on April 30.
- 1861** Louisiana seceded from the Union.
- 1868** Louisiana was readmitted to the Union.
- 1879** The mouth of the Mississippi River was deepened so that large ocean ships could reach New Orleans.
- 1901** Oil was discovered near Jennings and White Castle.
- 1963** The Mississippi River-Gulf Outlet, a short-cut for shippers between New Orleans and the sea, opened.
- 1975** A new state constitution went into effect.

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4. Index from Social Studies Textbook

INDEX

Page references for illustrations are set in italic type. An italic m indicates a map. Page references set in boldface type indicate the pages on which vocabulary terms are defined.

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All items in the Using Information Resources session measure benchmarks of **standard 5**: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Sample Multiple-Choice Items

1. Which month is the average daily low temperature closest to the average daily high temperature?
 - A. September
 - B. November
 - C. December
 - D. January

Correct response: B

Benchmark ELA-5-E6: recognizing and using graphic organizers (for example, charts/graphs, tables/schedules, diagrams/maps)

2. Which index entry from the social studies textbook has a map in it?
 - A. Appalachian Mountains
 - B. Bayou
 - C. Cancer, Tropic of
 - D. Capital resources

Correct response: C

Benchmark ELA-5-E1: recognizing and using organizational features of printed text, other media, and electronic information (for example, parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)

3. Which resource has the best information on the location of Louisiana in the United States?
- A. *Louisiana Tour Guide* pages on State Symbols/Climate
 - B. Internet Web site information for Louisiana Travel.com
 - C. Louisiana fact sheet from the *World Book Encyclopedia*
 - D. Index from the social studies textbook

Correct response: C

Benchmark ELA-5-E2: locating and evaluating information sources (for example, print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)

4. Suppose you were planning your report on Louisiana. You want to make an outline. Which resource uses headings that would be **best** for your outline?
- A. the table of contents
 - B. the map of Louisiana
 - C. the Internet Web site information
 - D. the index

Correct response: A

Benchmark ELA-5-E3: locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics

Sample Short-Answer Item

5. Complete the following outline on what Louisiana’s climate is like. Some of the outline has been done for you.
- I. Louisiana’s year-round climate
 - A. Winter temperatures are mild.
 - B. _____
 - C. _____
 - D. Fall temperatures are very comfortable.

Scoring Rubric:

Score	Description
2	The student’s response is complete. It correctly fills in both parts of the outline.
1	The student’s response is partial. It either <ul style="list-style-type: none">• correctly fills in one part of the outline OR <ul style="list-style-type: none">• demonstrates a limited awareness and/or may contain errors.
0	The student’s response is incorrect or irrelevant, too brief to evaluate, or blank.

Exemplary Responses:

- I. Louisiana’s year-round climate
 - A. Winter temperatures are mild.
 - B. *Spring temperatures are very comfortable.*
 - C. *Summer temperatures are hot.*
 - D. Fall temperatures are very comfortable.

Benchmark ELA-5-E3: locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics

Proofreading

Following are a proofreading passage and four multiple-choice items that appeared on a grade 4 LEAP assessment. On the actual test, this session includes eight multiple-choice items.

126 Maple Avenue
Oakwood, LA 70019
January 5, 2005

Dear Mr Allen,
1

I thought that I would write to tell you how much fun I had on the class trip to your farm last week.

We really enjoyed the tours of the egg barn and the catfish hatchery. They
was extra interesting! I still have questions about how the eggs and fish get to the
2
cities. Maybe you can answer my questions in March on our next trip.

Thank you again for the tour and your time with my friends and me. Me and
3
my mom and dad would like to visit some weekend.
3

Yours truly
4
Evie Smith

All items in the Proofreading session measure benchmarks of **standard 3**: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1. How should you correct the error in number 1?
 - A. change **Dear** to **Deer**
 - B. change **Mr** to **Mr.**
 - C. change **Allen,** to **Allen**
 - D. There is no error.

Correct response: B

Benchmark ELA 3-E2: demonstrating use of punctuation (for example, comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments

2. How should you correct the error in number 2?
 - A. change **was** to **were**
 - B. change **extra** to **extera**
 - C. change **interesting!** to **interesting?**
 - D. There is no error.

Correct response: A

Benchmark ELA 3-E3: demonstrating standard English structure and usage by writing clear, coherent sentences

3. How should you correct the error in number 3?
 - A. change **Me and my mom and dad** to **My mom and dad and me**
 - B. change **Me and my mom and dad** to **My mom, dad, and I**
 - C. change **Me and my mom and dad** to **Me and my Mom and Dad**
 - D. There is no error.

Correct response: B

Benchmark ELA 3-E4: using knowledge of the parts of speech to make choices for writing

4. How should you correct the error in number 4?

- A. change **Yours** to **yours**
- B. change **truly** to **Truly**
- C. change **truly** to **truly,**
- D. There is no error.

Correct response: C

Benchmark ELA 3-E2: demonstrating use of punctuation (for example, comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments