OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

ENGLISH LANGUAGE ARTS & MATHEMATICS

2020–2021 GRADE 4

OKLAHOMA Education

Oklahoma School Testing Program Administration Dates

2020–2021 School Year
English Language Arts and Mathematics

Online Testing Window
April 6–May 24, 2021

Paper Testing* Window
April 6–May 7, 2021

*under special circumstances only

cognia™

Dear Families and Educators,

To best support students in light of instructional challenges posed by the coronavirus pandemic, we need a common measure to help us understand the impact on student learning. Now more than ever, we will be relying on the Oklahoma School Testing Program (OSTP) to identify areas of need, inequities to access and improvements to celebrate. Each school may select dates for spring testing with expanded scheduling flexibility from the new/updated assessment calendar approved by the State Board of Education. Final test results will be available online to families in August through the Oklahoma Parent Portal.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit https://okparentportal.emetric.net/login. To create an account, you will need your student's 10-digit Student Testing Number and date of birth. If you do not know your student's Student Testing Number, please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time as well as provide specific information on needed support or enrichment to keep the momentum building.

For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides, please visit https://sde.ok.gov/assessment-guidance. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. These will help you and your student understand what to expect.

OSTP tests measure your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics and science. To learn more about the subject standards, which show what students should know and be able to do in each grade level, please visit https://sde.ok.gov/oklahoma-academic-standards.

If you have questions, please contact your school or the Oklahoma State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

Joy Hofmeister
State Superintendent of Public Instruction

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THE OKLAHOMA SCHOOL TESTING PROGRAM

Federal law requires all students to be assessed in English Language Arts (ELA) and Math each year in Grades 3–8 and once in high school. Federal law also requires students to be assessed in Science once in Grades 3–5, 6–9, and 10–12. The grade and subject level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students' performance relative to our academic standards. The Oklahoma Academic Standards (OAS) serve as a road map for what students should know and be able to do at each grade-level. Measuring real-world skills like problem-solving and critical thinking, state tests provide a valid way to measure students' progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, OSTP State Tests serve as a component of the state's accountability system— the Oklahoma School Report Card.

This year, students in Grade 4 will take assessments in English Language Arts (ELA) and Mathematics. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

Helping Your Student Be Ready

As a parent, there are a number of ways that you can support your student's learning habits on a daily basis that will help him or her be more prepared when it's time to be tested.

Here are some ideas to consider before your student takes a test.

- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

GRADE 4 ENGLISH LANGUAGE ARTS (ELA)

What is my student learning?

Students in grade 4 use their foundational and critical reading and writing skills to read grade-appropriate text, including digital sources. Teachers ask students to answer questions with support from what they read. Students summarize what they read and are developing skills to allow them to identify setting (i.e., time, place), the sequence of events, characters' actions/feelings throughout the story, and the topic of the story. Students can identify the author's purpose and describe the structure of different texts. Students have opportunities to practice their writing in a variety of settings and for various purposes. Students expand the vocabulary in their writing and speaking by studying word parts and engaging in other word study. Students apply correct grammar, mechanics, and usage in their writing. Students can create a list of topics and questions to research, and locate, organize and summarize their findings in a report. Students are able to actively engage in longer periods of independent reading and writing and create products to demonstrate learning, including digital visual representations.

How can I help my student at home?

- Encourage your student to read to you, and discuss with your student what he or she read.

- Discuss why the author may have written a given book and who would be the main readers.

- Have your student tell you what happened in a story he or she is reading and how he or she would change the ending or solve the problem.

- Find an interesting picture, site, or person/animal. Tell a story about the topic.

- Talk with your student about the information he or she learned from books they are reading. Explore and research a topic that your student finds interesting. Discuss what types of questions might be helpful as you explore the topic. Discuss where you could find reliable information on the topic.

- Learn and use new words. Challenge yourself to use these words in conversations with your student. Look for interesting words in the world around you.

- Observe words with capital letters and discuss why some words are capitalized and some are not. Observe different punctuation marks and discuss why they are used.

- Encourage your student to write stories or observations in a notebook. Add questions or comments if you would like.

- Identify a need in your student's school or community. Have your student ask a teacher or other trusted adult who could help address his or her concern. With your guidance, have your student write a letter with suggestions to address the issue.

English Language Arts Practice Questions

The OSTP Grade 4 ELA Assessment consists of selected-response (multiple-choice) and short constructed response questions designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The platform can be accessed using the information shown below:

URL: https://okpracticetest.cognia.org/student/login

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select OSTP Practice Test. Then click "Go."

Note: If login credentials are requested, clear your browser's cache and relaunch the Practice Test.

Student performance on the sample items provided on the platform and in this guide does not predict a student's overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 4 ELA Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_20-21_TIS_ELA_G4_ADA.pdf.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the English Language Arts Test.

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1 **Read the sentences.**

The class picnic is next Friday. I cannot go because of my brother's birthday party.

What change, if any, should be made to the sentences?

A The class picnic is next Friday, I cannot go because of my brother's birthday party.

B The class picnic is next Friday I cannot go because of my brother's birthday party.

C The class picnic is next Friday. And I cannot go because of my brother's birthday party.

D no change

---

2 **Read the sentence.**

Bruce and Larry ride their bikes to school every day.

Which group of words in the sentence is a prepositional phrase?

F Bruce and Larry

G ride their bikes

H to school

J every day

GO ON ▶

Read this passage. Then answer the questions that follow.

Why Do We Dream?

1   You are flying through the clouds. Down below, the earth looks like a patchwork quilt. Suddenly, an eagle flies up beside you. The beautiful bird reaches out and shakes your arm. "Wake up, sleepyhead," says your mom. "Time for school." You open your eyes. You are back in your own bedroom. Your flight in the clouds was just a dream.

2   Why do people dream? Scientists have been trying to answer that question for hundreds of years. They have developed many theories to explain our nightly adventures.

Boost Our Health and Skills

3   Some scientists believe that dreaming improves our health. The dreams give us a safe way to handle the events of our day. Our mind calmly sorts through these events while we sleep.

4   Have you ever dreamed about something you were learning to do, like playing the trumpet? Your dreams may have helped you master the skill. One study showed that people learning new activities dreamed much more often. Scientists think that their brains were trying to quickly memorize and organize this new information. Other research has shown that dreaming about physical skills, like playing basketball, improves a person's performance.

Solve Problems

5   Dreams may also help people solve problems. Deirdre Barrett of the Harvard Medical School studied this idea. She asked her students to think about a problem they had before going to sleep. What happened? Two-thirds of the students dreamed about their problems. About a third of the students dreamed of solutions for their problems.

Get Creative

6   Some famous people have even used their dreams in creative ways. A scientist named Kekule dreamed of snakes spinning in circles with their tails in their mouths. Kekule's dream helped him discover the shape of a molecule. Many authors, painters, and musicians have been inspired by dreams too. Mary Shelley got the idea for her book *Frankenstein* from a dream. That must have been one scary nightmare!

Make Your Dreams Work for You

7   Would you like your dreams to work for you? You can start by keeping a dream journal. Leave a notebook next to your bed. When you wake up in the morning, write down the dreams you <u>remember</u>. Maybe they will help you write a bestseller or paint a masterpiece!

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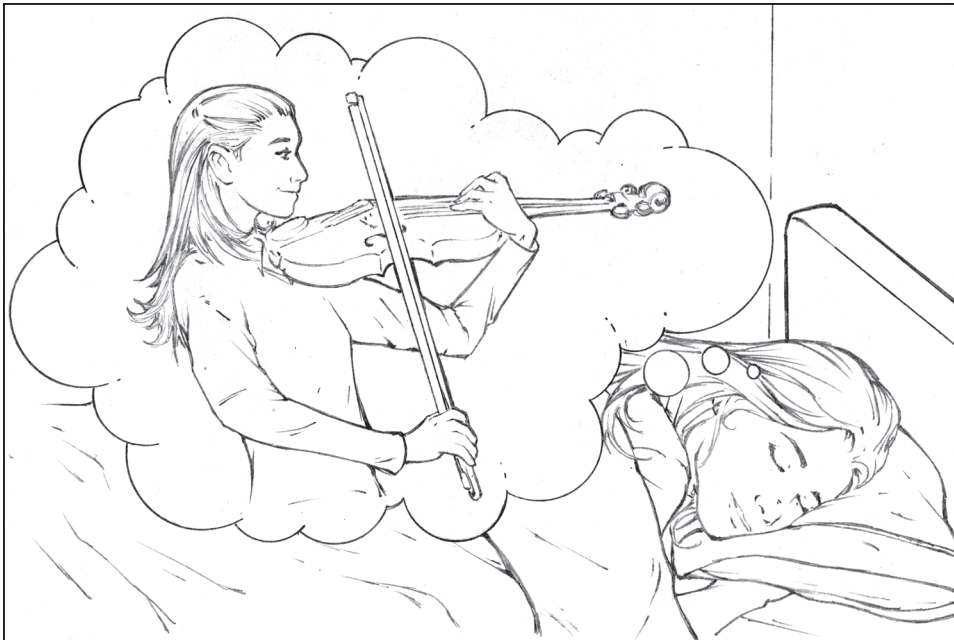
3   **An antonym for <u>remember</u> in paragraph 7 is**

A   enjoy.

B   forget.

C   create.

D   describe.

4 Which sentence from the passage <u>best</u> supports the idea that sleep is important to learning?

   F Scientists have been trying to answer that question for hundreds of years.

   G The dreams give us a safe way to handle the events of our day.

   H Scientists think that their brains were trying to quickly memorize and organize this new information.

   J She asked her students to think about a problem they had before going to sleep.

5 Why are the section headings in bold print?

   A to help the reader with new information

   B to help the reader find important information quickly

   C to help the reader understand the information better

   D to help the reader remember the most important information

6 A reader can tell that this passage is nonfiction because it

   F explains something with factual information.

   G is written with very short sentences.

   H has words spoken by a character.

   J is divided into several sections.

GO ON ▶

You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.

The American Buffalo

1   The state animal of Oklahoma is the American buffalo. It is most closely related to the European bison and the Canadian woods bison. A bison is another name for a buffalo. A long time ago it could weigh as much as 5,000 pounds. But, over the years, the American buffalo has slimmed down. Today, it weighs from 800–2,000 pounds and stands about six feet tall. People recognize the American buffalo by the large size of its head and the high hump on its shoulders. It is also recognized by its thick, dark brown, shaggy hair. It is a very impressive animal.

2   The American buffalo came to North America from Asia. The animals crossed a land bridge that once connected Asia to Alaska. Before long, millions of buffalo freely roamed the prairies of America. The large herds of the American buffalo were part of the landscape. This was quite a beautiful sight.

3   Buffalo were an important part of Native American life as Native Americans could not survive without them. They hunted them for food and used their hides to create shelter and clothing. Native Americans made sure they used every part of the animal. They were not <u>wasteful</u>. But things changed when the settlers arrived.

4   Many of the settlers were trappers and traders. They began killing the American buffalo to sell as a commodity. They would send the hides of the buffalo by train or wagon back east. These settlers did not have the same respect for the buffalo as the Native Americans. These settlers killed more than what they needed. Some settlers came to shoot the animals for sport. The situation for the American buffalo only got worse as time went on. There were fewer and fewer of them. Soon there were only a few thousand of the American buffalo left. They were on their way to becoming extinct. It was a tragedy.

GO ON ▶

5   Today, many people are working to help the American buffalo. They want to protect them. They want to see their numbers increase. There is a protected herd of buffalo in Yellowstone National Park. This herd is carefully protected. There are private groups who also want to preserve the American buffalo. Similar efforts will help guarantee the future of the American buffalo.

Read this poem, which goes with the previous passage. Then answer the questions that follow.

Seeing Buffalo

We went to the Bad Lands,
My family and me.
It was buffalo
We hoped to see.
5   We drove through the park
Until it was nearly dark.
Looking. Looking. Looking.
We came to the top of a hill
and stopped.
10   Our jaws dropped open,
And our eyes almost popped!
Buffalo filled the valley below.
It was the most amazing sight.
We stared in awe before
15   Finally saying good night.

7 In paragraph 3 of "The American Buffalo," the word <u>wasteful</u> means

   A behind waste.

   B much waste.

   C less waste.

   D no waste.

8 "The American Buffalo" is told from which point of view?

   F first person by someone who works to help buffalo

   G first person by someone who hunts buffalo

   H third person by an unknown narrator

   J third person by an unknown settler

9 The author of "The American Buffalo" <u>most likely</u> wrote this passage

   A to inform the reader with details.

   B to persuade the reader with facts.

   C to entertain the reader with a story.

   D to share a personal experience with the reader.

10 Describe how the author structures paragraphs 3 through 5 of "The American Buffalo." Provide details from the passage to support your answer.

GRADE 4 MATHEMATICS

What is my student learning?

Students in grade 4 are extending their understanding of multiplication and developing their understanding of division. Students will use multiplication and division to solve real-world and mathematical problems. Students are developing an understanding of decimals and making connections between fractions and decimals. Students are solving problems involving money and time. Students are extending their understanding of the use of a rule to describe a sequence of numbers or objects. Students are extending their understanding of two- and three-dimensional shapes to measure, name, describe, classify, and solve problems. Students are collecting, organizing, and analyzing data using a variety of representations such as frequency tables, bar graphs, picture graphs, and line plots, and using data to solve problems.

How can I help my student at home?

- Stay positive about math! When you stay positive, your student is more likely to have a positive mindset.

- Every day, ask your student to summarize his or her math class and teach you the concept he or she learned that day.

- Ask your student real-world math questions.

- Have your student explain *how* they know their answers are correct.

- Research the math involved in different career paths.

Sample Questions to ask your Fourth Grade Math Student:

- Ask your student random multiplication and division facts with numbers up to 12.

- Using money, ask your student: What fraction of a dollar is equal to $0.25, $0.50, $0.75, and $1.00?

- Pick a room in your house and ask: How can we determine the area of this room?

- Choose any number and ask your student to create a pattern with the rule "add 4." (You can also have a rule using subtraction or multiplication.)

- At the store, show your student an item that costs less than a dollar. Ask them, if I had 95 cents and I bought this item, how much money would I have left?

Mathematics Practice Questions

The OSTP Grade 4 Mathematics Assessment consists of selected-response (multiple-choice) and technology enhanced items (TEIs) designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The platform can be accessed using the information shown below:

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For more information about the Grade 4 Math Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_20-21_TIS_Math_G4_ADA.pdf.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

1 Carmen started eating her snack at the time shown on the clock.

It took Carmen 15 minutes to eat her snack. At what time did Carmen finish eating her snack?

A 1:05

B 2:05

C 10:20

D 12:35

GO ON ▶

2 The table shows the cost of different numbers of tickets to a baseball game.

Baseball Tickets

Number of Tickets (t)	Cost ($)
2	16
3	24
4	32
5	40

Which rule can be used to find the cost, in dollars, of t tickets?

F $t \cdot 8$

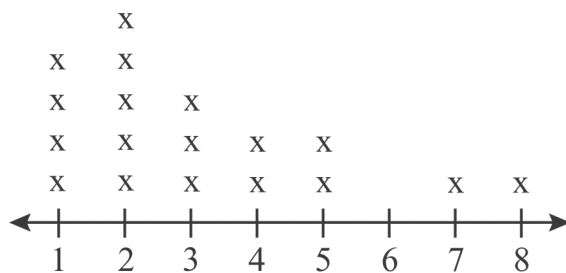**G** $t \div 12$

H $t + 14$

J $t - 35$

3 Gretta planted 24 rows of carrots. Each row had 16 carrots in it. Which is <u>closest</u> to the total number of carrots Gretta planted?

A 200 carrots

B 300 carrots

C 400 carrots

D 600 carrots

GO ON ▶

4

**Distances Traveled to School
in Kilometers**

```
            x
  x    x
  x    x    x
  x    x    x    x    x
  x    x    x    x    x         x    x
 ←──┼────┼────┼────┼────┼────┼────┼────┼──→
    1    2    3    4    5    6    7    8
```

Key: x represents 2 students

What is the total number of students who are represented by this line plot?

F 34

G 36

H 54

J 56

5 Marcia is making chocolate chip cookies. She needs to use a total of 64 ounces of chocolate chips. The equation can be used to find the number of ounces of chocolate chips, *c*, Marcia still needs to use.

$$16 + c = 64$$

How many ounces of chocolate chips does Marcia still need to use?

A 48 ounces

B 52 ounces

C 58 ounces

D 80 ounces

6 Brady drew a picture of two animals. He used line segments to draw the whiskers.
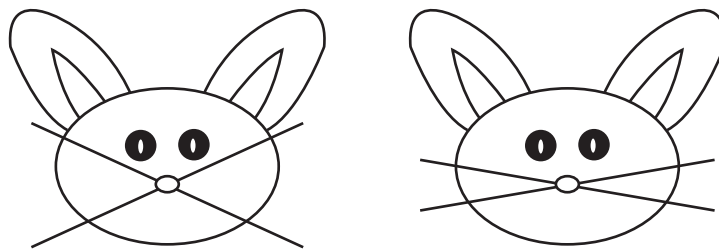
Which statement about the whiskers is true?

F The whiskers on both animals appear to be parallel line segments.

G The whiskers on both animals appear to be intersecting line segments.

H The whiskers on both animals appear to be perpendicular line segments.

J The whiskers on one animal appear to be perpendicular and the whiskers on the other animal appear to be parallel.

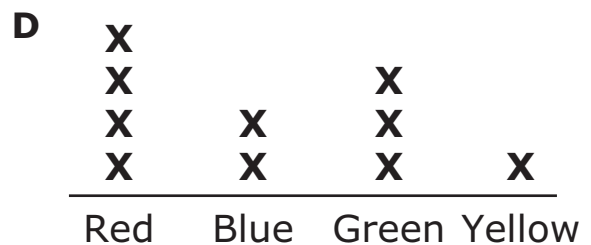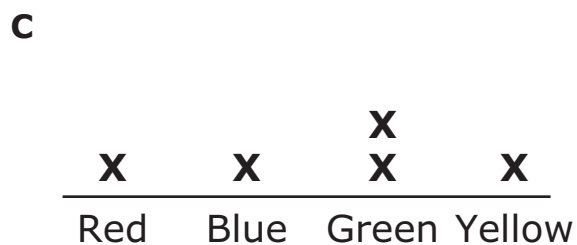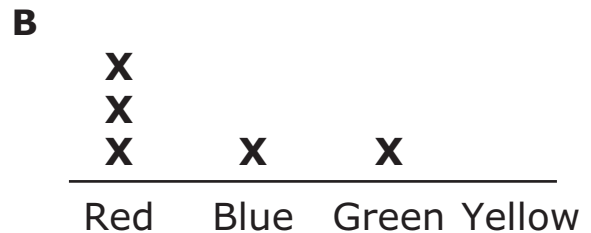**GO ON** ▶

7 **Joy and Fran each have some toy horses.**

Joy's Horses

Color	Number of Horses
Red	1
Blue	1
Green	2
Yellow	1

Fran's Horses

Color	Number of Horses
Red	3
Blue	1
Green	1
Yellow	0

Which line plot shows how many horses of each color the girls have all together?

A
```
X
X
X       X
X       X       X       X
─────────────────────────────
Red    Blue   Green  Yellow
```

B
```
    X
    X
    X       X       X
─────────────────────────────
Red    Blue   Green  Yellow
```

C
```
                X
    X       X   X       X
─────────────────────────────
Red    Blue   Green  Yellow
```

D
```
    X
    X               X
    X       X       X
    X       X       X       X
─────────────────────────────
Red    Blue   Green  Yellow
```

GO ON ▶
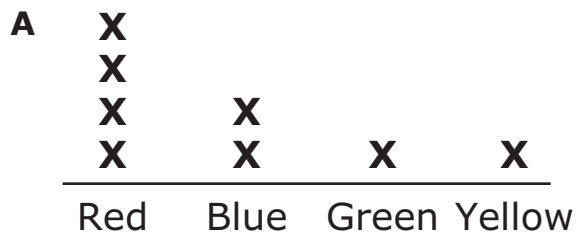
Use this information to answer the following two questions.

At the beginning of the week, Gabriela had $12 and Henry had $9. During the week, they both earned money collecting cans that they recycled. At the end of the week, Gabriela and Henry each had $20.

8 Gabriela took the money she earned to the movie theater. She bought a ticket and a drink for a total of $14. How much money did she have left?

F $2

G $6

H $14

J $34

9 The equation shown can be used to find out how much Henry earned during the week collecting cans that he recycled. The value of the ☐ is the amount Henry earned.

$$12 + 8 = 9 + \square$$

Which value can be placed in the ☐ to make this equation true?

A 3

B 11

C 20

D 29

GO ON ▶

10

Match each equation on the left to the correct value for *n* on the right. **Each equation on the left matches to one value of *n* on the right.** Click one box on the left and then click its match on the right. To remove a line, hold the pointer over the line until it turns red, and then click it.

$5 \times n = 40$	$n = 3$
$7 \times n = 35$	$n = 5$
$12 \times n = 36$	$n = 8$

STOP

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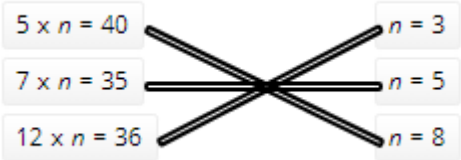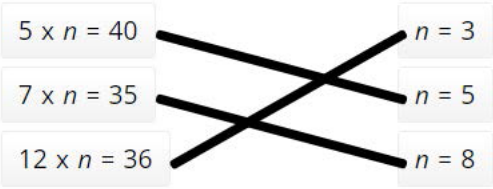# ANSWER KEYS

<table>
<tr><th colspan="3">English Language Arts</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr>
<td>1</td>
<td>Language</td>
<td>
A. This is an example of a comma splice, which uses a comma to separate two independent clauses.
B. This is an example of a run-on sentence which does not use a period to separate two independent clauses.
C. This is an example of a sentence fragment with the word "And" used to begin the second independent clause.
D. Correct. These are two correctly written simple sentences.
</td>
</tr>
<tr>
<td>2</td>
<td>Language</td>
<td>
F. This is a compound noun.
G. This is a verb phrase.
H. Correct. This is a prepositional phrase using the preposition "to" followed by the noun "school."
J. This is an adverb phrase.
</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>
A. This is not the antonym for "remember" which means to recall.
B. Correct. This is the opposite for the word "remember" which means to recall.
C. This is not the antonym for "remember" which means to recall.
D. This is not the antonym for "remember" which means to recall.
</td>
</tr>
<tr>
<td>4</td>
<td>Reading/Writing Process</td>
<td>
F. This sentence is too vague to support the idea that sleep is important to learning.
G. This sentence does not address the idea that sleep is important to learning, but addresses how dreams help us to cope with events of our day.
H. Correct. This sentence supports the idea that sleep is important to learning by discussing how our brains are able to memorize and organize new information.
J. This sentence does not support the idea that sleep is important to learning.
</td>
</tr>
<tr>
<td>5</td>
<td>Research</td>
<td>
A. The section headings in bold print will not help the reader with new information presented.
B. Correct. By looking at the topics of the section headings in bold print, the reader can locate particular information.
C. The section headings in bold print will not help the reader with understanding the new information presented.
D. The section headings in bold print will not help the reader to remember the new information presented.
</td>
</tr>
<tr>
<td>6</td>
<td>Reading/Writing Process</td>
<td>
F. Correct. This passage relates factual information, a prominent feature of nonfiction text, about why we dream.
G. The length of the sentences is unrelated to whether or not the passage is nonfiction.
H. Nonfiction passages generally do not have characters. Characters are common feature of fiction.
J. Both fiction and nonfiction passages can be divided into several sections, so this is not a discerning feature.
</td>
</tr>
</table>

English Language Arts		
Number	**Reporting Category**	**Item Distractor Rationales**
7	Vocabulary	A. The suffix "-ful" does not mean "behind." **B. Correct. The suffix "-ful" means "full of" or "to have much of."** C. The suffix "-less" means to have "less of" something. D. The suffix "-ful" does not mean "to have none of."
8	Critical Reading/Writing	F. The passage is not written in the first person. G. The passage is not written in the first person. **H. Correct. The passage is written by an unknown narrator relating information as an outsider looking in and using the pronoun "they."** J. The passage is not written in the third person by an unknown settler.
9	Critical Reading/Writing	**A. Correct. This passage presents historical and modern day information about the American buffalo to the reader.** B. This passage presents historical and modern day facts about the American buffalo and is not trying to persuade the reader. C. This passage presents historical and modern day facts about the American buffalo and is not entertaining the reader with a story. D. This passage presents historical and modern day facts about the American buffalo and is not sharing a personal experience with the reader.
10	Critical Reading/Writing	**Correct Response**

Correct Response (item 10)

Score	Description
2	The response fulfills the requirements of the task by describing how the author of "The American Buffalo" structures paragraphs 3–5. The details provided are based on the text and are relevant to the task.
1	The response fulfills some requirements of the task by describing or attempting to describe how the author of "The American Buffalo" structures paragraphs 3–5, but some of the supporting details may lack specificity or are not supported by the text.
0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
Blank	

Possible Response:
· The author of "The American Buffalo" uses problem and solution to structure paragraphs 3-5.

Possible Supporting Details:
· The author uses words and phrases to indicate a problem.
  · "But things changed when the settlers arrived." (paragraph 3)
  · "These settlers killed more than what they needed." (paragraph 4)
  · "Soon there were only a few thousand of the American buffalo left." (paragraph 4)
  · "They were on their way to becoming extinct." (paragraph 4)

· The author uses words and phrases to indicate people are working towards a solution.
  · "Today, many people are working to help the American buffalo." (paragraph 5)
  · "There is a protected herd of buffalo in Yellowstone National Park." (paragraph 5)
  · "There are private groups who also want to preserve the American buffalo." (paragraph 5)
  · "Similar efforts will help guarantee the future of the American buffalo." (paragraph 5)

Other responses are acceptable if supported by relevant details from the text.

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
1	Geometry & Measurement	A. **Correct. The student demonstrated an ability to determine elapsed time.** B. The student thought the clock showed 1:50 because the hour hand is closer to the 1 than the 12. C. The student thought the clock showed 10:05. D. The student subtracted 15 minutes from the time shown.
2	Algebraic Reasoning	F. **Correct. The student demonstrated an ability to describe the single operation rule for a pattern presented in a table.** G. Balance distractor H. The student saw that this rule worked for 2 tickets. J. The student thought this worked for 5 tickets, but the relationship is reversed.
3	Number & Operations	A. The student incorrectly rounded 16 to 10. B. The student found the product and then only focused on the hundreds place being 3. C. **Correct. The student demonstrated an ability to estimate the product of a 2-digit by 2-digit multiplication problem using rounding.** D. The student incorrectly rounded 24 to 30.
4	Data & Probability	F. The student missed one x. G. **Correct. The student demonstrated an ability to understand data presented on a line plot.** H. The student thought x represented 3 students. J. Balance distractor
5	Algebraic Reasoning	A. **Correct. The student demonstrated an ability to solve for an unknown by solving an equation involving addition with whole numbers.** B. The student made a computational error. C. The student made a computational error. D. The student computed 64 + 16.
6	Geometry & Measurement	F. The student did not understand the definition of parallel. G. **Correct. The student demonstrated an ability to identify intersecting lines.** H. The student did not understand the definition of perpendicular. J. The student did not understand the definitions of perpendicular or parallel.
7	Data & Probability	A. The student saw that the line plot was correct for red, blue, and yellow. B. The student did not combine the girls and saw that the line plot was correct for Fran. C. The student did not combine the girls and saw that the line plot was correct for Joy. D. **Correct. The student demonstrated an ability to represent data on a line plot marked with whole numbers.**
8	Number & Operations	F. The student computed 14−12 instead of 20−12. G. **Correct. The student demonstrated an ability to find the amount of money left after paying.** H. The student gave the total spent instead of the amount left. J. The student added instead of subtracted.

Mathematics		
Number	Reporting Category	Item Distractor Rationales
9	Number & Operations	A. The student confused 12 and 20. B. **Correct. The student demonstrated an ability to determine the unknown addend in equivalent expressions.** C. The student knew the total must be 20, but failed to subtract the 9. D. The student added 9 to 20 instead of subtracting.
10	Algebraic Reasoning	Correct. $5 \times n = 40$ — $n = 3$ $7 \times n = 35$ — $n = 5$ $12 \times n = 36$ — $n = 8$ Incorrect. $5 \times n = 40$ — $n = 3$ $7 \times n = 35$ — $n = 5$ $12 \times n = 36$ — $n = 8$ The student thought $n = 5$ for the first equation because the first factor was 5.

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ANSWER SHEET

ENGLISH LANGUAGE ARTS

1. (A) (B) (C) (D)
2. (F) (G) (H) (J)
3. (A) (B) (C) (D)
4. (F) (G) (H) (J)
5. (A) (B) (C) (D)
6. (F) (G) (H) (J)
7. (A) (B) (C) (D)
8. (F) (G) (H) (J)
9. (A) (B) (C) (D)
10. CR

STOP

MATHEMATICS

1. (A) (B) (C) (D)
2. (F) (G) (H) (J)
3. (A) (B) (C) (D)
4. (F) (G) (H) (J)
5. (A) (B) (C) (D)
6. (F) (G) (H) (J)
7. (A) (B) (C) (D)
8. (F) (G) (H) (J)
9. (A) (B) (C) (D)
10. TEI

STOP