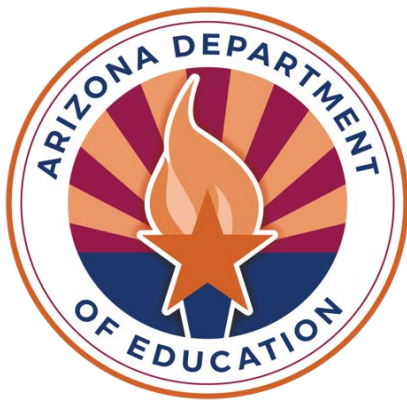




Computer-Based Sample Test Scoring Guide Grade 5 ELA



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Prepared by the Arizona Department of Education*

About the Sample Test Scoring Guide

The Arizona's Academic Standards Assessment (AASA) Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AASA Sample Test items.

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

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

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AASA Grade 5 ELA.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Reading for Literature	Integration of Knowledge and Ideas	5.RL.7	2

Passage:

- *Anabelle Tames the Round Warrior*

The illustration at the beginning of the passage helps the reader to understand—

- A. that Anabelle has taught a trick to Round Warrior
- B. how much time Anabelle spends with Round Warrior
- C. the eagerness Anabelle feels to ride Round Warrior
- D. how much Anabelle enjoys being with Round Warrior

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
2	Reading for Literature	Craft and Structure	5.RL.4	2

In paragraph 6, the narrator exclaims “It was like trying to move a bulldozer!” to show that Round Warrior—

- A. refuses to step backward
- B. prefers to play instead of work
- C. can cause damage to the area around him
- D. takes up a lot of space in the practice ring

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
3	Reading for Literature	Craft and Structure	5.RL.6	2

Which **two** details from the passage **best** show that Anabelle feels confident she will succeed in training Round Warrior?

- A. "RW liked the extra activity, and he seemed to really enjoy spending time with me." (paragraph 6)
- B. "I had to walk, trot, and back him up." (paragraph 6)
- C. "I stood in front of him, pulling back on the rope attached to his halter and pushing my small hand against his broad chest." (paragraph 6)
- D. "The following week, I brought RW's bridle with me in my saddlebag and moved the saddle from Splash to RW once we got to the practice ring." (paragraph 8)
- E. "I learned to sit tall and relaxed in the saddle, and to work my fingers on the reins to bring his head in." (paragraph 9)

(1 Point) Student selected all of the correct answers.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
4	Reading for Literature	Craft and Structure	5.RL.5	2

The structure of paragraphs 6 through 9 affects the meaning of the passage by—

- A. proving that Round Warrior is smarter than the family thinks he is
- B. suggesting that some training activities seem silly to Anabelle
- C. demonstrating how Anabelle develops her skills as a trainer
- D. emphasizing the difficulty Round Warrior has obeying commands

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
5	Reading for Literature	Key Ideas and Details	5.RL.2	2

Which **three** details in paragraphs 10 and 11 support the theme that hard work and patience help people achieve their goals?

10 After a while, I noticed that RW was flicking his ears backward and forward, listening to my commands, and then focusing on the task in front of him. **We were making progress**. We had to work on backing up, again, and that was the hardest thing for RW to master. He's really a "full speed ahead" kind of horse.

11 **Finally, the day came when Mom agreed that I could ride RW by myself** to the practice ring. Well, we enjoyed that outing more than I can say, and it helped to blow off some steam, so that RW and I had a super practice session. Best of all, Mom, Rosie, and even James were at the ring, too, **watching how well RW and I did together**.

Scoring Rubric	
Score	Description
1	All three correct responses are selected: <ul style="list-style-type: none"> We were making progress Finally, the day came when Mom agreed that I could ride RW by myself watching how well RW and I did together
0	The response is incorrect or irrelevant.

(1 Point) Student selected all of the correct responses.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
6	Reading for Literature	Key Ideas and Details	5.RL.1	2

Note: This question has two parts – Part A

This question has **two** parts. First answer Part A. Then answer Part B.

Part A

Based on the passage, Anabelle's family does not want to let her ride Round Warrior because he—

- A. is too small to comfortably carry most riders
- B. will only be with them for the summer
- C. is too challenging for most people to handle
- D. has never been taught to carry a rider

(Continued on the next page)

Note: This question has two parts (cont.) – Part B

Part B

Which **two** sentences **best** support the correct answer in Part A?

- A. “[My sister] Rosie used Round Warrior occasionally when she gave advanced riding lessons, but [my older brother] James wouldn’t go near him.” (paragraph 1)
- B. “Rosie said our new pony was too much horse for me, even though he was the smallest horse we had and I rode all of our other horses without any trouble.” (paragraph 2)
- C. “Besides, it wasn’t even that far from the ground, I told her, because RW’s legs were so short!” (paragraph 2)
- D. “And at the end of the summer, I could show RW at the 4-H club fair.” (paragraph 4)
- E. “I rode to my first meeting on our Appaloosa, Splash, tugging RW along on a lead rope.” (paragraph 5)

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

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
7	Reading for Literature	Key Ideas and Details	5.RL.2	1

Summarize the passage by placing the events in the correct order.

Drag each answer into the correct box in the table.

	Summary of Events
1	Anabelle dreams of being allowed to ride Round Warrior on trails.
2	For her 4-H project, Anabelle decides to train Round Warrior.
3	The time Anabelle spends training Round Warrior results in progress.

Scoring Rubric	
Score	Description
1	All correct answers are selected: <ol style="list-style-type: none"> Anabelle dreams of being allowed to ride Round Warrior on trails. For her 4-H project, Anabelle decides to train Round Warrior. The time Anabelle spends training Round Warrior results in progress.
0	The response is incorrect or irrelevant.

(1 Point) Student selected all of the correct answers.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
8	Reading for Literature	Key Ideas and Details	5.RL.3	2

Based on the passage, **two** ways Anabelle and Round Warrior are similar is that they both—

- A. can work hard for hours without getting tired
- B. sometimes forget what they are asked to do
- C. feel unsure about what is expected of them
- D. enjoy how it feels to move at a high speed
- E. learn a great deal from practicing in the ring

(1 Point) Student selected all of the correct answers.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
9	Reading for Information	Key Ideas and Details	5.RI.1	2

Passages:

- *Bridging Obstacles*
- *Brooklyn Bridge: A Family Feat of Engineering*

Which sentence from “Bridging Obstacles” **best** supports the idea that people use a variety of materials to build bridges?

- A. “It was not long before people placed wooden planks across these creeks.” (paragraph 2)
- B. “Over time, people designed different types of bridges to address these questions.” (paragraph 4)
- C. “Sometimes made of stone, steel, or concrete, the arch is supported by structural pieces called abutments.” (paragraph 6)
- D. “The cables of cable-stayed bridges are fixed directly to the road or deck surface and then extend to attach to the bridge towers.” (paragraph 9)

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
10	Language	Vocabulary Acquisition and Use	5.L.4.b	2

Note: This question has two parts – Part A

This question has **two** parts. First answer Part A. Then answer Part B.

Part A

In paragraph 3 of “Bridging Obstacles,” what does the word permanent mean?

- A. remaining the same
- B. with a plain appearance
- C. hard to make
- D. serving as an example

(Continued on the next page)

Note: This question has two parts (cont.) – Part B

Part B

Which phrase from the paragraph **best** support the answer in Part A?

- A. “beam bridge”
- B. “stays tightly in place”
- C. “more complicated”
- D. “usually made from wood”

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

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
11	Reading for Information	Integration of Knowledge and Ideas	5.RI.7	2

In “Bridging Obstacles,” the picture of the cantilever bridge in the diagram helps the reader understand that this type of bridge—

- A. has two cantilevers that connect in the middle
- B. may be the greatest engineering feat among bridges
- C. can have beams that are made from steel or concrete
- D. has a cantilever anchored to just one side of the land

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
12	Reading for Information	Key Ideas and Details	5.RI.3	1

“Bridging Obstacles” names certain types of bridges.

Complete the sentences by selecting the correct answers from the drop-down menus.

According to “Bridging Obstacles,” a bridge can easily bear the weight of a freight train. This kind of bridge is made strong by its .

Scoring Rubric	
Score	Description
1	Both correct answers are selected: <ol style="list-style-type: none"> 1. truss 2. triangular sections
0	The response is incorrect or irrelevant.

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
13	Reading for Information	Integration of Knowledge and Ideas	5.RI.8	2

In paragraph 1 of “Brooklyn Bridge,” the author states that the construction of the Brooklyn Bridge “required remarkable efforts” from the people involved. Which statement from the passage provides the **best** evidence to support this claim?

- A. “Like his father, Washington closely watched over the project.” (paragraph 3)
- B. “They worked inside huge watertight wooden boxes called caissons.” (paragraph 4)
- C. “Using a telescope, he watched the workers.” (paragraph 5)
- D. “She would go to the building site and make sure the workers understood the instructions.” (paragraph 5)

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
14	Reading for Information	Key Ideas and Details	5.RI.2	2

Select **two** details in “Brooklyn Bridge” that **best** support the main idea that the Brooklyn Bridge has an elaborate design.

- A. Its weaving cables make it less likely to sway in the wind.
- B. The bridge took several years to finish.
- C. The bridge was made for cars and people to move across.
- D. Its towers are anchored under the river.
- E. An engineer created the original plan for the bridge.

(1 Point) Student selected all of the correct answers.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
15	Reading for Information	Integration of Knowledge and Ideas	5.RI.9	3

Based on information in both passages, explain the **most likely** reason a suspension bridge was chosen to connect Brooklyn and Manhattan.

Enter your answer in the space provided.

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Scoring Rubric – Item Number 15

Scoring Rubric	
Score	Description
1	<p>A top response may include but is not limited to the following information:</p> <p>A suspension bridge was most likely chosen because:</p> <ul style="list-style-type: none"> • A bridge was needed to connect Brooklyn and Manhattan over the East River and a suspension bridge could be built high enough for boats to pass underneath. • The engineer in charge of the construction already had success with suspension bridges <p>Possible Details and Evidence:</p> <p>“Bridging Obstacles”</p> <ul style="list-style-type: none"> • “Suspension bridges are ideal for spanning long distances,” and the bridge being built between Brooklyn and Manhattan had to be built a long distance. • “Their decks are fixed to vertical poles rising from underground,” and construction of the bridge had to begin under the East River. • Suspension bridges are built with long, sturdy cables, and the bridge being built could benefit from long, sturdy cables. • “Suspension bridges can be built high enough for tall boats or trucks to pass underneath,” and the bridge had to be built over the East River. <p>"Brooklyn Bridge"</p> <ul style="list-style-type: none"> • John Augustus Roebling, the engineer of the Brooklyn Bridge, already had success with suspension bridges. Since he was the engineer in charge of building the Brooklyn Bridge and had success with suspension bridges, he likely knew that a suspension design could work. • “The bridge design called for two tall towers that rose up from the water,” which made it an ideal choice since the bridge was being built in the East River.
0	<ul style="list-style-type: none"> • The response is incorrect. • The response is not based on the text. • No response is provided.

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
16	Reading for Information	Craft and Structure	5.RI.5	2

Which text structure is used in “Bridging Obstacles,” and which is used in “Brooklyn Bridge”?

Move the correct answer to each box. Not all answers will be used.

“Bridging Obstacles”

Uses compare and contrast to present the information about bridge construction

“Brooklyn Bridge”

Presents the information about bridge construction in chronological order

Demonstrates the causes and effects of bridge construction

(Continued on the next page)

Scoring Rubric – Item Number 16

Scoring Rubric	
Score	Description
1	Both correct answers are selected: <ol style="list-style-type: none">1. Presents the information about bridge construction in chronological order: "Brooklyn Bridge"2. Uses compare and contrast to present the information about bridge construction: "Bridging Obstacles"
0	The response is incorrect or irrelevant.

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
17	Reading for Information	Craft and Structure	5.RI.6	3

Which point of view expressed in “Brooklyn Bridge” is different from the point of view expressed in “Bridging Obstacles”?

- A. Engineers must make decisions before they begin a bridge.
- B. Suspension bridges are better than other bridge types.
- C. People depend on bridges to get from one place to another.
- D. Building bridges can be a long and difficult process.

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
18	Reading for Information	Integration of Knowledge and Ideas	5.RI.8	2

Passages:

- *from “Pyramids’ Blocks: Possibly Rock ‘n’ Rolled”*
- *The Great Pyramid Mystery*

Select **two** details from “Pyramids’ Blocks” that provide the **best** evidence to support Joseph West’s idea for how pyramid blocks could have been moved.

A. “Then they placed the block on the ground, like a spool of thread lying on its side.” (paragraph 9)

B. “The researchers found they could easily roll the block over grass, gravel and hard-packed dirt.” (paragraph 10)

C. “They calculated that rolling the block required about as much force as moving it along a slippery path.” (paragraph 10)

D. “West isn’t the first scientist to think about rolling blocks to the pyramids.” (paragraph 11)

E. “West hasn’t tested his idea on larger blocks, but he thinks rolling has clear advantages over sliding.” (paragraph 12)

(1 Point) Student selected all of the correct answers.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
19	Reading for Information	Integration of Knowledge and Ideas	5.RI.7	2

In the passage “Pyramids’ Blocks,” the second picture **best** supports the idea that—

- A. scientists have been researching the stone blocks of pyramids for many years
- B. the pyramids were located far away from where the stone blocks were found
- C. the stone blocks could have been rolled on the ground to the pyramids
- D. millions of stone blocks were used in the construction of the pyramids

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
20	Speaking and Listening	Comprehension and Collaboration	5.SL.2	2

Which sentence **best** summarizes the recording “The Great Pyramid Mystery”?

- A. Ancient Egyptians used ramps to help workers construct the Great Pyramid.
- B. The Great Pyramid was the tallest structure in the world for thousands of years.
- C. The blocks used to build the Great Pyramid were heavy and difficult to move.
- D. Scientists have a lot of ideas about how ancient Egyptians built the Great Pyramid.

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
21	Speaking and Listening	Comprehension and Collaboration	5.SL.3	3

Note: This question has two parts – Part A

This question has **two** parts. First answer Part A. Then answer Part B.

Part A

Which point is made in both the passage “Pyramids’ Blocks” and the recording “The Great Pyramid Mystery”?

- A. Drawings in temples reveal evidence of how sleds were used to move statues across sand.
- B. Large blocks may have been pushed onto boats that could carry them long distances.
- C. The blocks used in the pyramids were formed by using sharp tools to carve them out of stone pits.
- D. Current ideas about the process used to put the pieces of the pyramids in place are only theories.

(Continued on the next page)

Note: This question has two parts (cont.) – Part B

Part B

How does the speaker in “The Great Pyramid Mystery” support the answer in Part A?

- A. by making the statement that the facts about how pyramids were built remain unknown
- B. by revealing that some pyramid blocks had to be moved hundreds of miles
- C. by noting that canals may have been built to get boats as close as possible to the pyramid site
- D. by providing suggestions of ways that the ground was made more slippery to move pyramid blocks

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

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
22	Language	Conventions of Standard English	5.L.1	1

Passage:

- *Sleeping on the Ocean Floor*

Select the correct word or phrase for the underlined section of the passage.

People who want to visit this special hotel has to be able to scuba dive to get there.

- A. having
- B. had
- C. have
- D. correct as is

(1 Point)

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
23	Language	Conventions of Standard English	5.L.2.b; 5.L.1.c	1

Note: This question has two parts – Part A

This question has **two** parts. Answer Part A and Part B.

Select the correct word or phrase for the underlined sections of the passage.

Part A

While it is not fancy or expensive it is bigger than many hotel rooms.

- A. fancy, or expensive it
- B. fancy or expensive, it
- C. fancy or expensive it,
- D. correct as is

(Continued on the next page)

Note: This question has two parts (cont.) – Part B

Part B

The reason the hotel is bigger is that it was once an underwater science lab.

- A. is once
- B. will once be
- C. has once been
- D. correct as is

(2 Points) Student selected the correct answer for each part.

Grade 5 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
24	Language	Conventions of Standard English	5.L.1; 5.L.2.e	1

Note: This question has two parts – Part A

This question has **two** parts. Answer Part A and Part B.

Select the correct word or phrase for the underlined sections of the passage.

Part A

For an extra cost, you can have a scuba-diving chef make dinner for them.

- A. he
- B. we
- C. they
- D. correct as is

(Continued on the next page)

Note: This question has two parts (cont.) – Part B

Part B

For most guests, however, the most exiting part of staying in the lodge is simply looking out at the watery world beyond its windows.

- A. exciting
- B. exiting
- C. exciteing
- D. correct as is

(2 Points) Student selected the correct answer for each part.