



Computer-Based Sample Test Scoring Guide Grade 4 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 4 ELA.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Reading for Literature	Craft and Structure	4.RL.4	1

Passages:

- Discovering Japan
- A Summer Plan

Read these sentences from paragraph 9 of “Discovering Japan.”

9 Ana stared at Blair’s elegant drawing, and a smile flickered across her face. ‘You may not be a poet, but you are a fantastic artist, and your drawings are lovely!’ Ana exclaimed.

What does elegant mean as it is used in the paragraph?

- ☒ A. beautiful
- ☐ B. huge
- ☐ C. colorful
- ☐ D. simple

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
2	Reading for Literature	Key Ideas and Details	4.RL.2	2

Note: This question has two parts – Part A

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

Part A

What is a theme of “Discovering Japan”?

- ☐ A. Studying other countries can help people learn new skills.
- ☐ B. Working in groups can make it easier to understand a difficult subject.
- ☒ C. Keeping a positive attitude is important to overcoming challenges.
- ☐ D. Trying something new often helps people discover hidden talents.

(Continued on the next page)

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

Part B

Which detail **best** supports the answer in Part A?

- ☐ A. “Her best friend had written ‘Italy,’ while Ana had written ‘Japan.’ ”
(paragraph 1)
- ☐ B. “ ‘I can write about Japan’s poetry,’ Ana suggested lastly.”
(paragraph 4)
- ☐ C. “For several weeks, Ana’s group worked hard on their project.”
(paragraph 5)
- ☒ D. “ ‘We have to keep practicing,’ Ana said encouragingly.”
(paragraph 7)

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

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
3	Reading for Literature	Key Ideas and Details	4.RL.1	2

Which **three** details from paragraphs 2–7 of “A Summer Plan” **best** support the inference that the friends work well together?

Select **all** the correct answers.

- 2 Bree and Marcos chatted about planting flowers in the nearby park, but I interrupted them.
- 3 “Let’s do something more unusual,” I declared.
- 4 “What?” Bree and Marcos asked as I stared at the park’s weary wooden fence. Weathered paint chips fell from its faded boards.
- 5 “We could paint that fence,” I announced.
- 6 As Marcos considered my idea, his face lit up with inspiration. “Let’s do more—let’s create a mural,” he proposed. “It can show the great things about Ladera.”
- 7 “Yes!” Bree and I shouted in agreement. We had found our “something amazing.”

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

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
4	Reading for Literature	Integration of Knowledge and Ideas	4.RL.7	2

Based on the information in “A Summer Plan,” which **two** statements are true about the mural shown in the illustration?

- ☐ A. Bree painted the rocks.
- ☒ B. Bree painted the fish.
- ☐ C. Marcos painted the waterfalls.
- ☒ D. Marcos painted the bridge.
- ☐ E. Emma painted the birds.

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
5	Reading for Literature	Key Ideas and Details	4.RL.3	1

Which description matches each character from “A Summer Plan”?

Move the correct answer to each box.

Emma

**Begins to correct the error
on the mural**

Bree

**Has the idea to enter the
contest**

Marcos

Suggests painting a mural

Dad

**Realizes the group has
made a mistake**

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

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
6	Reading for Literature	Integration of Knowledge and Ideas	4.RL.9	2

Both “Discovering Japan” and “A Summer Plan” share the idea that—

- ☐ A. projects are more fun when good friends can work together
- ☐ B. adults are often able to give children good advice
- ☒ C. actions of each individual are important to the success of a group
- ☐ D. creative ideas are sometimes difficult to come up with

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
7	Reading for Literature	Craft and Structure	4.RL.5	3

Which statement describes a difference between the structure of “Discovering Japan” and the structure of “A Summer Plan”?

- ☒ A. “A Summer Plan” includes an event that surprises the reader, but “Discovering Japan” does not include a surprising event.
- ☐ B. “A Summer Plan” leaves the reader wondering what will happen next, but “Discovering Japan” has a firm ending.
- ☐ C. “Discovering Japan” uses dialogue between characters, but “A Summer Plan” does not use dialogue between characters.
- ☐ D. “Discovering Japan” includes disagreements about what project to do, but “A Summer Plan” includes characters who agree about a project.

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
8	Reading for Literature	Integration of Knowledge and Ideas	4.RL.9	3

In both “Discovering Japan” and “A Summer Plan,” groups of characters are working on a project together. Explain how planning is important to the outcome of each group’s project.

Enter your answer in the space provided.

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Scoring Rubric – Item Number 8

Scoring Rubric	
Score	Description
1	A top response may include but is not limited to the following information: “Discovering Japan” - Ana, Nate, and Blair work together to plan what each person is responsible for on their project (paragraphs 2–5). - The kids gather at Ana’s house to practice their presentation (paragraph 6). - The kids adjust their plans when they discover that Nate and Blair are having trouble with presenting the information. The kids come up with props that Nate and Blair can use as visual aids for the presentation: Blair will sketch some plants on poster board (paragraph 9), and Nate will bring the ingredients for wagashi (paragraph 11). - As a result of their thorough planning, the class is impressed and applauds when they finish their presentation. “A Summer Plan” - Emma, Bree, and Marcos plan to enter a contest sponsored by their community center (paragraph 1). - The kids get permission to paint a mural on a fence; the “mural would include the town’s covered bridge, its waterfall, and its famous jumbo muffins” (paragraph 8). - The kids go to the park and paint the fence. - The kids have to change their fence because Bree and Emma both painted a waterfall, and jumbo muffins were nowhere to be seen. - Emma decides to be the one to paint over her waterfall. This new plan helps the mural take shape as intended, and the kids win the third-place prize.
0	- The response is incorrect. - The response is not based on the text. - No response is provided.

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
9	Reading for Literature	Craft and Structure	4.RL.6	2

Which statement describes the point of view in “Discovering Japan” and the point of view in “A Summer Plan”?

- ☐ A. “Discovering Japan” is told from a first-person point of view, but “A Summer Plan” is told from a third-person point of view.
- ☒ B. “Discovering Japan” is told from a third-person point of view, but “A Summer Plan” is told from a first-person point of view.
- ☐ C. Both “Discovering Japan” and “A Summer Plan” are told from a first-person point of view.
- ☐ D. Both “Discovering Japan” and “A Summer Plan” are told from a third-person point of view.

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
10	Reading for Information	Integration of Knowledge and Ideas	4.RI.7	2

Passage:

- Clock Watching

The drawing is important to the passage because it shows—

- ☐ A. how sundials became popular tools for telling time
- ☒ B. why people had challenges with clocks that needed shadows
- ☐ C. how water clocks helped people recognize the hour of the day
- ☐ D. why knowing the time was important for setting up meetings

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
11	Reading for Information	Craft and Structure	4.RI.4	2

Which **two** phrases from paragraph 7 help the reader understand the meaning of increased?

- ☒ A. “towns and cities grew”
- ☐ B. “trade between countries”
- ☒ C. “lots of new jobs”
- ☐ D. “in the same place”
- ☐ E. “to get them done”

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
12	Reading for Information	Key Ideas and Details	4.RI.3	2

In each row, identify whether each problem listed was caused by a sundial clock or a candle clock.

Select **all** the correct answers.

Problem	Sundial Clock	Candle Clock
They needed a certain type of weather to work.	☒	☐
They did not show the time of day.	☐	☒
They could not provide a time to meet.	☐	☒

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
13	Reading for Information	Key Ideas and Details	4.RI.1	1

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

The first mechanical clocks in Europe were ,
and people put them .

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

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
14	Reading for Information	Craft and Structure	4.RI.5	2

Note: This question has two parts – Part A

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

Part A

Which phrase **best** describes the structure of the passage?

- ☐ A. a description of the effects of clocks on the way people worked
- ☒ B. a sequence of events presenting the history of clocks
- ☐ C. a list of solutions people had for making clocks available to everyone
- ☐ D. a comparison showing the benefits of old clocks and new clocks

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

Part B

Select **two** details from the passage that support the answer in Part A.

- ☒ A. “Thousands of years ago, people didn’t care what time . . .” (paragraph 2)
- ☐ B. “Water clocks were popular, too . . .” (paragraph 5)
- ☐ C. “Expensive and hard to care for, these clocks . . .” (paragraph 9)
- ☐ D. “So, they mounted the clocks on church towers . . .” (paragraph 10)
- ☒ E. “In the 1800s, people figured out how to build large factories . . .” (paragraph 12)

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
15	Reading for Information	Key Ideas and Details	4.RI.3	3

The first mechanical clocks were important because they helped people—

- ☐ A. learn how to read time using numbers and hands
- ☐ B. own several of the newest devices that gave the time
- ☐ C. decorate their homes with interesting time pieces
- ☒ D. have the same information about what time it was

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
16	Reading for Information	Integration of Knowledge and Ideas	4.RI.8	3

Select **two** reasons why the author included information about factories in the passage.

- ☐ A. to tell about how clocks became easier to use
- ☒ B. to show why people needed clocks for work
- ☒ C. to explain that more people began to own clocks
- ☐ D. to describe how clocks began to use different kinds of power
- ☐ E. to emphasize some problems people faced with clocks

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
17	Reading for Information	Key Ideas and Details	4.RI.2	2

Which sentence **best** describes the main idea of the passage?

- ☒ A. Clocks changed as the needs of people changed.
- ☐ B. People used different clocks based on where they lived.
- ☐ C. Clocks today are smaller than they were in the past.
- ☐ D. The clocks that were used long ago needed sunlight to work.

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
18	Reading for Information	Integration of Knowledge and Ideas	4.RI.8	2

Passage:

- from “Talking to Fireflies”
- Fireflies: Nature’s Baffling Blinkers

Based on Dr. Lewis’s words in paragraph 8 from “Talking to Fireflies,” the **most likely** reason that more female fireflies would respond to the penlight is that—

- ☐ A. more fireflies born over the summer join the field to mate
- ☒ B. females want to find a mate before the season ends
- ☐ C. males flash simpler patterns that are easier to imitate
- ☐ D. the penlight users have perfected their flashing pattern

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
19	Reading for Information	Key Ideas and Details	4.RI.2	2

Which sentence **best** states the main idea of the passage “Talking to Fireflies”?

- ☐ A. Fireflies are easy to find on summer evenings.
- ☐ B. Each kind of firefly develops its own flash pattern.
- ☐ C. Male and female fireflies respond differently to flashes of light.
- ☒ D. People can learn more about fireflies with the right tools.

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
20	Speaking and Listening	Comprehension and Collaboration	4.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 claim is presented in the recording “Fireflies: Nature’s Baffling Blinkers”?

- ☐ A. Fireflies need oxygen from the air in order to survive.
- ☒ B. The glowing pattern used by fireflies can help them find a mate.
- ☐ C. Fireflies are similar to other insects because of the light in their abdomens.
- ☐ D. Scientists now understand how fireflies are able to control when they glow.

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

Part B

How does the speaker in “Fireflies: Nature’s Baffling Blinkers” support the answer in Part A?

- ☐ A. by naming the main body parts of a firefly
- ☐ B. by explaining how bioluminescence works in fireflies
- ☒ C. by describing a way fireflies communicate with each other
- ☐ D. by stating that there are many different types of fireflies

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

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
21	Speaking and Listening	Comprehension and Collaboration	4.SL.2	2

Based on information from “Talking to Fireflies” and “Fireflies: Nature’s Baffling Blinkers,” what are **two** reasons that fireflies flash?

- ☒ A. to find other fireflies of the same type
- ☐ B. to show that the temperature is changing
- ☒ C. to scare away predators
- ☐ D. to show that they are hungry
- ☐ E. to show that the sun will set soon

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
22	Reading for Literature	Key Ideas and Details	4.RL.2	2

Note: This question has two parts – Part A

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

Part A

What is a theme of the poem?

- ☐ A. Backyard plants teach people about nature.
- ☒ B. A treasure can be many different things.
- ☐ C. Planning activities with a parent can be fun.
- ☐ D. A person needs to find new ways of doing things.

(Continued on the next page)

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

Part B

Which detail from the poem **best** supports the answer in Part A?

- ☐ A. “Josie appears with a big smile,” (line 25)
- ☐ B. “Flashlights click on in the dark backyard” (line 31)
- ☐ C. “We listen, peering into the trees.” (line 55)
- ☒ D. “And the friendships made in Josie’s backyard.” (line 96)

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

Grade 4 ELA Sample Test

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

The sentence “A chorus of crickets!” in line 72 suggests that—

- ☒ A. many crickets sing in the cactus garden
- ☐ B. the cactus garden is always noisy
- ☐ C. some crickets live outside the cactus garden
- ☐ D. the children like the cactus garden best

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
24	Reading for Literature	Key Ideas and Details	4.RL.1	2

Which **two** details from the poem explain Leah's feelings about the treasure hunt at Josie's house?

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

Before she leaves for Josie's house, Leah wonders if finding the treasures will be difficult because she is new.

As she walks home with Dad, Leah realizes that making new friends is easy when you work together.

tiring because it is dark outside

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
25	Reading for Literature	Integration of Knowledge and Ideas	4.RL.7	2

Which **two** details from the poem does the picture support?

- ☒ A. Flashlights help the children see the list.
- ☐ B. The group works together to find treasures.
- ☐ C. Javelinas search for fallen seed pods.
- ☒ D. The moon shines brightly in the dark sky.
- ☐ E. Whippoorwills are difficult to see at night.

(1 Point) Student selected the correct answers.

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
26	Language	Conventions of Standard English	4.L.1.e	1

Passage:

- Space Junk

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

In space, even a chip in paint counts as junk.

- ☐ A. on paint
- ☐ B. at paint
- ☒ C. of paint
- ☐ D. correct as is

(1 Point)

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
27	Language	Conventions of Standard English	4.L.2.c; 4.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

Little pieces of trash might seem unimportant but they can actually be harmful.

- ☐ A. seem, unimportant but
- ☒ B. seem unimportant, but
- ☐ C. seem unimportant but,
- ☐ D. correct as is

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

Part B

One little piece of junk must hurt valuable equipment, such as satellites.

- ☐ A. are hurting
- ☐ B. had hurted
- ☒ C. can hurt
- ☐ D. correct as is

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

Grade 4 ELA Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
28	Language	Conventions of Standard English	4.L.1.a; 4.L.2.d	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

Many people agree which space needs to be cleaned up.

- ☐ A. who
- ☒ B. that
- ☐ C. whose
- ☐ D. correct as is

(Continued on the next page)

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

Part B

So far, these methods are still in the planing stages.

- ☒ A. planning
- ☐ B. planeing
- ☐ C. planneng
- ☐ D. correct as is

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