



# Checkpoint Results Interpretation Guide

## Grade 4 English Language Arts (ELA)

Tennessee Department of Education | August 2020

# The Checkpoint

The Checkpoint can be used at the beginning of the school year to measure retention on **key standard-aligned skills that are most essential** for students to be able to **access, and engage in, on-grade-level content** for the current year. Because of this, the Checkpoints are smaller than a summative TCAP assessment and do not cover all the standards from the previous year. Instead, as recommended by experts<sup>1</sup>, they focus on fewer, **prioritized vertically-aligned standards**, with the intent of providing educators more meaningful and actionable information about student needs so you can support your students' ability to access grade-level learning throughout the year.

**The Grade 4 ELA Checkpoint should be given to incoming fifth grade students to help plan for students learning Grade 5 ELA content this year.**

To help students in their learning and teachers with their planning, Checkpoints come with fully **annotated questions** that help to understand trends and pinpoint misconceptions that may inhibit student progress. ***Using this Checkpoint Results Interpretation Guide (the Guide) and your student results data found in the Schoolnet platform, you and your students can plan for great academic success this year.***

It is best to use these results to identify any needed pre-requisite learning and incorporate it throughout the year to ensure students can access grade-level content or can build upon their current strengths. After you administer the Checkpoint and use this Guide to better meet student needs at the beginning of the year, **continue monitoring** your students' progress on **grade-appropriate assignments** for the rest of the year to ensure that these core foundations are continually strengthened.

## The Checkpoint IS:

- an investigative tool to determine student readiness for work of the current grade
- aligned to the Tennessee State Academic Standards, using TN-educator reviewed questions from previous TCAP exams
- designed to identify student misconceptions and learning needs
- providing actionable next steps for informing instructional decisions

## The Checkpoint IS NOT:

- a replacement for the performance level determinations a student would have received on the TCAP assessment
- predictive of, or comparable to, summative TCAP results
- a replacement for RTI<sup>2</sup> diagnostics or universal screeners
- used to evaluate teacher, school, or district performance
- a tool to change student placement decisions (e.g. retake a course, advance to honors)

<sup>1</sup> [https://tntp.org/assets/covid-19-toolkit-resources/TNTP\\_Learning\\_Acceleration\\_Guide.pdf](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf)

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*“When the COVID-19 pandemic forced prolonged school building closures and canceled spring assessments, it became even more important that districts and schools can reliably gather student data and understand student readiness for the next school year. These free and optional tools are one more way the department can support the needs of our district partners in serving all students.”*

*- Commissioner Penny Schwinn*

Checkpoint Design

The Checkpoint assessments were designed using **real TCAP questions** from previous summative exams. This ensured each question was aligned to Tennessee state standards and had been reviewed by **Tennessee educators**. The Checkpoint was designed to be quick to access and administer, not requiring complicated adjustments to existing school schedules; with **flexibility for online or paper administration** based on school/district need. ELA Checkpoints:

- contain two subparts (separated with section break in the assessment platform),
- have less than 30 items, and
- are aligned to the Tennessee State Academic Standards as well as the instructional shifts embodied by the standards by using TN-educator reviewed questions from previous TCAP exams

Subpart 1	Subpart 2
<ul style="list-style-type: none"><li>• 45 minutes</li><li>• 2-3 passage sets</li></ul>	<ul style="list-style-type: none"><li>• No time limit</li><li>• Passage set with constructed response writing prompt</li></ul>

Interpreting and Using Results

Automatic Reporting in Schoolnet

In order to support teachers in using these assessments, students who take the assessment online in the Schoolnet platform will have their Checkpoints scored automatically. Teachers have multiple scoring options for students who take the Checkpoints on paper, and you can find how-to documents and videos at <https://tn.mypearsonsupport.com/schoolnet/>. **Checkpoint assessment scoring in Schoolnet requires all answers to be submitted by the student for results to be produced.** Since the constructed response must be handscored, it will be scored as 0 out of 0 points in the Schoolnet platform, allowing responses on the other questions to produce a score immediately.

For your convenience, the appropriate TCAP Rubric to score the essay can be found in on page 55 of this guide. We recommend reviewing this rubric in advance of scoring your students’ essays, and comparing the trends in results in your student constructed responses with the automatic scores generated in the Schoolnet reporting suite to inform your instructional planning.

The following automated reports can be found in [Schoolnet](#):

- Individual student results
- Classroom level reports
- Standards analysis reports
- Item analysis
- Test comparison reports (e.g., student, class, school, district, and state)
- Shared reporting (e.g., district to school admin, school admin to educators in same content/grade-level)
- Aggregate and disaggregation of demographics

## **Overall Scores**

The score groups on the checkpoint assessment are ***not meant to represent performance levels or the blueprints of the TCAP summative assessments*** (e.g., below, approaching, on track, and mastered). The score groups were designed to **share student preparedness for next grade level content** and provide guidance around the **level of support** students may need to access that content.

Score Group	% Correct	Results	Recommended Next Steps
Orange	0 – 53%	Likely Needs More Targeted Support	It is important to use other sources of data for deeper insight; identified misconceptions in annotations can support yearlong planning with these students so that they can access the core material for the grade.
Yellow	54 – 72%	Likely Able to Engage in Grade Level Content with Some Support	Investigate trends in student responses using the item annotations to effectively include weave needed support throughout the yearlong instructional plans, and continuously monitor student mastery.
Green	73 – 99%	Likely Ready for Grade Level Content	Move directly into grade-level content.
Blue	100%	Ready for Grade Level Content	

Overall scoring is automatically available in the Schoolnet platform. This may help with you use the results of the student and class level reports to develop an overall summary and conclusion about your students' readiness for grade-level content. In responding to the Checkpoint assessments, we recommend addressing the learning needs of students **while engaging with on grade-level content**. For more information and tools for using assessment data to drive instructional decision making, review the [Assessing Learning Toolkit](#), pages 18-21, and the [Learning Loss PLC Guide](#).

While overall scoring is provided and can be helpful in planning for group instruction, the most actionable information in these Checkpoints can be found by analyzing at the question-level results.

## Assessing Writing

Because the primary purpose of the Checkpoint is to provide important feedback early in the year, the writing component will have to be evaluated locally, since submitting responses to our assessment vendor for grading would dramatically take away from the timeliness of the data. Thus, the Checkpoint reporting is not able to reliably provide scoring to assess writing or the complex ability of students demonstrating knowledge building through writing. To best measure students' writing abilities, the department recommends:

1. Utilizing all the grading resources and TCAP-calibrated [anchor papers](#) to inform scoring of writing, and
2. Continually finding opportunities to assess mastery of and through writing within their curricular materials.



# Actionable Insights: Annotated Questions and Reporting Tools

Each question and passage on the Checkpoint is fully annotated with information that describes the questions and passages as they were used on previous TCAP tests, and automated scoring tools in Schoolnet that make getting that information easier. The passage data also has two quantitative measures of text complexity (Flesch-Kincaid and Lexile) to help understand how the passage and questions interact to give a more complete picture of student needs. However, the most helpful and actionable information is in the **Item Annotations in this Guide** when combined with the **Item Analysis reports in Schoolnet**.

## *Answer Choice Rationales in each Item Annotation*

To help teachers be more efficient in planning for the year, each answer choice is annotated with a **rationale which offers an explanation for each choice**. These annotations are not definitive: We know there may be many reasons for why students might select different answer choices. The answer choice rationales offer more common explanations to support teachers who may see trends in student responses.

## *ELA Guidelines: Foundational Skills and Knowledge Building*

ELA multiple choice questions can offer helpful insights in working with students, but there is important context in making use of the results. The reading passage used is inextricably connected to a student's performance on a question. A student may have missed a question because they could not access the text due to gaps in **foundational skills** or because they have not yet mastered the high-level **knowledge building** competencies outlined by each standard. One multiple-choice question on its own cannot distinguish whether student errors are due to gaps in foundational skills or knowledge-building competencies found in the standards.

Before a student can begin building knowledge, they need to be able access the text, which requires the **foundations of fluency and background knowledge**. If students do not have adequate fluency or enough background knowledge and relevant vocabulary, they will struggle more to build knowledge and make meaning with a passage. **Most multiple-choice questions cannot accurately diagnose gaps in fluency and background knowledge.** In order to support teachers in interpreting student responses, the answer choice annotations make the imperfect assumption that students can access the text and that student errors are not a result of gaps in fluency or background knowledge.

If students have the requisite **foundations**, they are able to develop various metacognitive tools as they **build knowledge** with a text. The annotations are most helpful for understanding these knowledge-building competencies and metacognitive tools outlined in the standards **that offers some insight into possible underlying concepts and metacognitive skills** for additional instructional support. Each rationale listed provides an explanation for why students may have selected a given answer choice, including what missteps may have caused them to select an incorrect answer. These rationales provide an instructional target to improve student understanding, allowing you to **follow up with targeted instruction based on the most common errors you identify** for your specific group of students.

### ***Sample Set of Rationales***

<b>Rationales</b>	
Correct – 1	Students needed to locate information about lob tailing in paragraph 4, which is in the "Special Behaviors" section.
Incorrect – 2	The physical activity of breathing is unrelated to the activity of lob tailing. While humpbacks assume specific postures while breathing, lob tailing is not one of those. Students may benefit from practice skimming and scanning within a text to locate specific details.
Incorrect – 3	While lob tailing includes a visible action where the tail appears above the water, the heading "Appearance" is not related to behaviors but to physical characteristics. Students may have made an incorrect inference that the way lob tailing looks to onlookers would be found in the "Appearance" section. Students may gain skills in locating specific details within text by practicing skimming and scanning text.
Incorrect – 4	Although lob tailing involves part of a humpbacks body, its tail, and flippers are also a distinct body part, the section about flippers is unrelated to the specific behavior of lob tailing. Students may have made an incorrect connection between the tails and flippers of humpbacks to conclude that information about the tail would be found in the section about flippers. Students may profit from practice with finding specific details using the skill of skimming and scanning text.



# Grade 4 ELA Checkpoint Item Annotations

## *Subpart 1: Passage Sets with Multiple Choice Questions*

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### Passage Information

Passage Code: TN154391	Passage Title: Your Sleeping Brain is Listening	
Grade Level: 4	Lexile Level: 1000	Flesch-Kincaid: 5.4

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**Read the passage and answer the questions that follow.**

## **Excerpt from “Your Sleeping Brain is Listening”**

by Laura Sanders



- 1 A soundly sleeping brain monitors its surroundings. It also can respond to them without waking, a new study finds. For instance, even while snoozing, a person’s brain can sort words correctly into different categories.
- 2 This is not the first study to show that the sleeping mind can do useful work. Two years ago, researchers in Israel showed the sleeping brain can learn.
- 3 Sid Kouider of the National Center for Scientific Research (or CNRS) in Paris, France, led the new study. His team recorded brain signals from people, all wide awake, as they classified spoken words as either animals or objects. To do that, the participants might push a button with their right hand when they heard an animal name. Then they’d use their left hand to push a different button when the word represented some other type of object.

- 4       As each volunteer responded, the researchers tracked their brain activity. They did this by measuring the participants' brain waves. Such recordings are known as EEGs. And those EEGs showed that when an individual was about to hit the right button, the brain responded differently than when it was going to hit a left button.
- 5       Then each participant nodded off. The researchers again made EEGs recording brain activity. As this happened, the researchers played recordings of a different set of words. These showed that the volunteers' brains continued sorting the words into their proper categories. When a sleeper heard "horse," the EEG looked as if that person was preparing to hit a button with her (or his) right hand, not the left.
- 6       The new data demonstrate one way in which the brain monitors the outside world during sleep. Those results also may help explain how meaningful sounds, such as a baby crying or a spoken name, may more easily wake someone than other sounds do.

Excerpt from "Your Sleeping Brain is Listening" by Laura Sanders. *ScienceNewsforStudents*, Sept 23, 2014. Adapted from the original source: S. Kouider et al. Inducing task-relevant responses to speech in the sleeping brain. *Current Biology*, Volume 24, Issue 18, September 22, 2014, 10.1016/j.cub.2014.08.016. Used by permission of *ScienceNews* via Copyright Clearance Center.

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**Item Information**

Item Code: TN756519    Position No: 1

Grade Level: 4

Standard Code: 4.RI.IKI.7

Passage Title 1: Your Sleeping Brain is  
Listening

Standard Text: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Correct Answer: B

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What does the picture help the reader understand about Sid Kouider's study?

- A.** why people had to be quiet
- B.** how researchers monitored sleeping people
- C.** how researchers chose words to say to people
- D.** why people nodded off to sleep

<b>Rationales</b>	
Incorrect – 1	Although the illustration clearly shows a man quietly reclined as he is participating in a scientific study, the text does not support why he had to be quiet. Students who chose this option might have focused on one detail, the quietly reclined man, instead of the larger picture. Students may benefit from practice identifying the main idea of a text, which is key to understanding the purpose of an illustration.
Correct – 2	Students who chose B correctly interpreted the information represented in the picture and made connections to the study mentioned in paragraph 3.
Incorrect – 3	While the text mentions sorting words and sets of words in both paragraphs 1 and 5, the focus of the illustration is not connected to the word recognition component of the scientific study conducted by Sid Kouider. Readers who selected this option might have focused on the detail concerning the brain sorting words that is mentioned several times in the passage. Practice with connecting important ideas in a text with the content and purpose of an illustration may benefit these students.
Incorrect – 4	Although the text specifically mentions participants nodding off in paragraph 5, that is not the purpose and focus of the illustration. Readers who selected this option might have focused on that one detail mentioned in paragraph 5. Practice with connecting important ideas in a text with the content and purpose of an illustration may benefit these students.

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**Item Information**

Item Code: TN456506      Position No: 2      Grade Level: 4  
Standard Code: 4.RI.CS.5  
Passage Title 1: Your Sleeping Brain is  
Listening

Standard Text: Describe the overall structure of events, ideas, and concepts of  
information in a text or part of a text.

Correct Answer: A

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Which sentence **best** states the structure of paragraphs 3 through 5?

- A.** The paragraphs describe how researchers did a study about brain waves.
- B.** The paragraphs list steps in a brain wave study from most to least important.
- C.** The paragraphs identify one cause of brain waves, followed by the effects.
- D.** The paragraphs ask a question about brain waves, followed by the answer.

<b>Rationales</b>	
Correct – 1	Students who chose A correctly recognized the structure of paragraphs 3-5 as being a description of the process researchers followed when gathering data when conducting a study on brain waves.
Incorrect – 2	Students who chose B might have recognized that the steps in the study were detailed in paragraphs 3-5 but incorrectly identified those steps as being listed in order of importance instead of sequential. Returning to the text to review the sequence of events may benefit students.
Incorrect – 3	Students who chose C might have incorrectly identified the steps in the process as cause and effect, demonstrating a lack of understanding of what constitutes a cause and effect scenario versus steps in a process. These students may benefit from returning to the text to clarify the sequence of events.
Incorrect – 4	Students who chose D might have incorrectly identified paragraphs 3-5 as an “ask and answer,” demonstrating a lack of understanding of steps in a process. Returning to the text to review the sequence of events in order to understand the structure may be beneficial to students.

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**Item Information**

Item Code: TN156483    Position No: 3

Grade Level: 4

Standard Code: 4.RI.KID.2

Passage Title 1: Your Sleeping Brain is  
ListeningStandard Text: Determine the main idea of a text and explain how it is supported by key  
details; summarize a text.Correct Answer: B

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What is the **main** point of the study by Sid Kouider?

- A.** A sleeping brain acts differently than an awake one.
- B.** The brain can sort information while asleep.
- C.** Brain waves are produced when people hear familiar words.
- D.** Scientists are able to record brain waves.

<b>Rationales</b>	
Incorrect – 1	Paragraph 5 states, "Then each participant nodded off. The researchers again made EEGs recording brain activity. As this happened, the researchers played recordings of a different set of words. These showed that the volunteers' brains continued sorting the words into their proper categories." This detail supports the opposite of this answer choice option. Readers may have made an incorrect inference. These students may profit from practicing returning to the text to verify specific details.
Correct – 2	Students who chose B were able to correctly identify the main point of Sid Kouider's study by using provided details to come to a conclusion about the main point.
Incorrect – 3	While paragraph 4 introduces the concept of the brain's activity, it does not support the idea that brain waves are produced when participants hear familiar words. Readers who selected this option might have focused on details of lesser importance when summarizing a portion of text. Students may benefit from practice with connecting specific details to a larger idea.
Incorrect – 4	Paragraph 4 states that brain waves can be recorded: "As each volunteer responded, the researchers tracked their brain activity. They did this by measuring the participants' brain waves. Such recordings are known as EEGs." However, this is not the main point of the study. Readers who selected this option might have focused on a detail in the paragraph instead of the main idea. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.

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**Item Information**

Item Code: TN256502    Position No: 4

Grade Level: 4

Standard Code: 4.RI.IK1.8

Passage Title 1: Your Sleeping Brain is  
ListeningStandard Text: Explain how an author uses reasons and evidence to support particular  
points in a text.Correct Answer: D

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Which detail from the passage **best** supports the idea that brain waves can show behavior?

- A.** “. . . they classified spoken words as either animals or objects.” (paragraph 3)
- B.** “The researchers again made EEGs recording brain activity.” (paragraph 5)
- C.** “As this happened, the researchers played recordings of a different set of words.” (paragraph 5)
- D.** “. . . the EEG looked as if that person was preparing to hit a button with her (or his) right hand . . .” (paragraph 5)

Rationales	
Incorrect – 1	While this option appears to denote a deliberate behavior, the “they” refers to the participant and not the brain waves. Readers who selected this option most likely failed to make the correct noun and pronoun connection. These students may profit from practicing returning to the text to verify specific details.
Incorrect – 2	Although this option mentions the recording of brain activity, it does not support the idea that brain waves can show behavior. Readers who selected this option most likely failed to make a connection between the two pieces of information. These students may profit from practicing returning to the text to verify specific details.
Incorrect – 3	While this detail was a component of the scientific study, it does not provide support for the idea that brain waves can show behavior. Readers who selected this option most likely failed to select text evidence to support an idea in the passage. Students may benefit from practice with connecting specific details to a larger idea.
Correct – 4	The excerpt of text from paragraph 5, “the EEG looked as if that person was preparing to hit a button with her (or his) right hand . . . ,” supports the idea that brain waves can show behavior. Readers who selected this option were able to make the connection between the EEG and the brain waves as detailed in paragraphs 4 and 5.



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**Item Information**

Item Code: TN356498    Position No: 5    Grade Level: 4  
Standard Code: 4.RI.IK1.8  
Passage Title 1: Your Sleeping Brain is  
Listening

Standard Text: Explain how an author uses reasons and evidence to support particular points in a text.

Correct Answer: A,D

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The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What is an important point that the author of the passage makes?

- A.** Sleeping people respond to certain sounds.
- B.** People are able to move their bodies while asleep.
- C.** Some people may find it difficult to sleep.
- D.** Sleep is necessary for good learning.

**Part B**

Which sentence from the passage **best** supports the point from Part A?

- A.** "His team recorded brain signals from people . . ." (paragraph 3)
- B.** "Then they'd use their left hand to push a different button . . ." (paragraph 3)
- C.** "Then each participant nodded off." (paragraph 5)
- D.** "These showed that the volunteers' brains continued sorting the words . . ." (paragraph 5)

<b>Rationales</b>	
Correct – 1	Both paragraphs 1 and 2 state the purpose of the scientific study detailed in the passage: “even while snoozing, a person’s brain can sort words correctly into different categories.” From paragraph 2: “This is not the first study to show that the sleeping mind can do useful work. Two years ago, researchers in Israel showed the sleeping brain can learn.” As paragraph 5 states, “Then each participant nodded off. The researchers again made EEGs recording brain activity. As this happened, the researchers played recordings of a different set of words. These showed that the volunteers’ brains continued sorting the words into their proper categories,” supporting the author’s point that sleeping people still respond to sounds.
Incorrect – 2	While the text does support the idea that people are able to move their bodies while asleep, it is not the most important point made by the author. Readers who selected this option most likely focused on details of lesser importance when summarizing a portion of text. Practice with identifying details by listing specific points made by the author to identify the most important points may benefit some students.
Incorrect – 3	While it can be inferred through personal experiences that it may be difficult to fall asleep, it is not a point made specifically by the author and could not be inferred through the support of textual evidence as an important point made by the author. Readers who selected this option most likely used personal experience or facts unrelated to the text, failing to go back to the text for information that supports thinking. Practice with identifying details by listing specific points made by the author to identify the most important points may benefit some students.
Incorrect – 4	While it is likely that students are familiar with the concept that sleep is necessary for good learning, it is not a point made specifically by the author and could not be inferred through the support of textual evidence as an important point made by the author. Readers who selected this option most likely used personal experience or facts unrelated to the text, failing to go back to the text for information that supports thinking. Practice with identifying details by listing specific points made by the author to identify the most important points may benefit some students.

<b>Rationales</b>	
Incorrect – 1	While this quotation is part of a description of an experiment related to classification of spoken words while participants are awake, the quotation does not directly support the point identified in Part A. Practice with identifying details by listing specific points made by the author to identify the most important points may benefit some students.
Incorrect – 2	This quotation describes a step in an experiment related to the classification of spoken words while participants are awake, but it is not related to the point identified in Part A. Practice with identifying details by listing specific points made by the author to identify the most important points may benefit some students.
Incorrect – 3	This quotation describes one minor detail related to the process of an experiment related to the topic of sleep and language, but it is not related to the point identified in Part A. Practice with identifying details by listing specific points made by the author to identify the most important points may benefit some students.
Correct – 4	Students understood that this quotation is directly related to the topic of sleeping people hearing sounds, specifically spoken words.

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**Passage Information**

Passage Code: TN097552      Passage Title: Two Places to Call Home  
Grade Level: 4      Lexile Level: 800      Flesch-Kincaid: 1.7

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**Read the passage and answer the questions that follow.**

## **Two Places to Call Home**

by Jody Kapp

- 1      Good-bye, bedroom, cozy and small. Good-bye, picture books and stuffed animals. Today I'm going home, to the place my family comes from.
- 2      Mama and I are going to Ghana. Ghana is a small country on the west coast of Africa. It is where my mother was born. This will be my first time meeting my grandmother and grandfather and my first time flying on an airplane!
- 3      Up, up we go, sailing high over the Atlantic Ocean. Outside my small window the bright blue water slowly disappears under a carpet of fluffy white clouds. The airline attendants push carts of pretzels and drinks up and down the tiny aisles. They give us bags of sweet-smelling lotion, eye masks to help us sleep on the long flight, and headphones. When I plug the headphones into the special arm of my seat, I hear music playing — a symphony<sup>1</sup> above the clouds.
- 4      Slowly we land in the night. My mother and I step out and breathe in our country. As the warm, moist air greets us, Mama sighs, "Ah, what sweetness!"
- 5      We climb aboard a rickety old bus and travel to my grandparents' home. The dust from the road swirls up through the open windows and dances around our heads. Grandfather is waiting for us outside the cattle fence. He calls out to me, "Tall boy, you've grown faster than the trees in my yard."

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<sup>1</sup>**symphony:** a long piece of music for an orchestra



- 6 He reaches down and wipes the dust from my sandals. He's wearing an outfit that looks like a dress. It's called a kente cloth. This is a special kind of clothing the people of Ghana wear whenever there's something to celebrate. But it's much more interesting than a suit jacket or a fancy dress. It's a book you wear! Every shape and color on the cloth is chosen to tell a story to those who see it.
- 7 For my visit, Grandfather has made a special story cloth to wear. He's chosen a pattern of gold squares and black zigzags. In a kente, the color gold stands for strength, and black means family. When gold and black are woven together in a dress, they tell all who see it how important the strength of a family is. Grandfather winks at me as I run my hand over the bright cloth. He thinks I'm important, too.
- 8 Grandmother hears our voices. She rushes out of her round mud hut and greets me with a big bear hug. She's spent all morning preparing a welcome meal for us called *tee zed*, which means "hot food." First she ground rice, corn, and peanuts into flour. Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan.
- 9 She shows me how to dip the balls into a stew of yams, onions, and goat meat. I've never eaten goat meat before. At first I'm afraid to try it, but I'm glad I do. It has a nice sweet flavor.

- 10 The next day Grandmother buckles me into her little white van and we head for Accra. Here there's a big market where she'll sell the plump red tomatoes she's grown in her garden. It's a busy place. My ears are filled with the sound of plantains<sup>2</sup> frying on an open grill and the happy shouts of boys and girls playing soccer.
- 11 It's fun watching the women with their big hats and baskets weave through the maze of bicycles like brightly colored toy tops. They smile at me and say, "*Maakyé!*," which means "hello." Grandmother takes my hand in hers and swings it back and forth as we walk along. She tells me, "Beautiful boy, we'll remember these moments for many years."
- 12 The week has passed too quickly, and the time has come to say good-bye. At the airport Grandmother gives me an extra-long hug for the extra-long trip. Grandfather kneels down and hands me a small package. It's my very own kente cloth scarf to wear at home! He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love. I'll think of Ghana often. It's good to have two places to call home.
- 13 Good-bye, warm yellow huts and shiny tin roofs. Good-bye, bold red skirts and gentle dirt beneath my feet. Today I'm going home, to the place I come from.

Excerpt from "Two Places to Call Home" by Jody Kapp from *Ladybug Magazine*, Cricket Media, 3/1/2007. Copyright ©2007. Used by permission of the publisher via Copyright Clearance Center.

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<sup>2</sup>**plantain:** a kind of fruit



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**Item Information**

Item Code: TN0033988 Position No: 6  
Standard Code: 4.RL.CS.5

Grade Level: 4

Passage Title 1: Two Places to Call Home

Standard Text: Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.

Correct Answer: D

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How does paragraph 2 contribute to the passage?

- A.** by revealing the personalities of the characters
- B.** by describing the feelings the narrator has about making the trip
- C.** by introducing the narrator of the passage and giving details about his home
- D.** by introducing the main setting and a major event in the passage

<b>Rationales</b>	
Incorrect – 1	Although paragraph 2 mentions two characters, the main focus of the paragraph is the naming of a main setting in the passage: "Ghana is a small country on the west coast of Africa. It is where my mother was born." The paragraph also names a main event: "This will be my first time meeting my grandmother and grandfather and my first time flying on an airplane!" Readers who selected this option might have mistaken the naming of the characters as a listing of personality traits. Practice in mapping narrative structure and identifying common terms used to label story elements may help these students correctly identify the main setting and an event of a narrative.
Incorrect – 2	Students who chose B might have focused on the detail in paragraph 2 concerning the main character's excitement about flying for the first time but that detail is not a contribution to the rest of the passage.
Incorrect – 3	Students who chose C might have focused on the details in paragraph 2 where the narrator gives factual information about Ghana and his family. Those details do not contribute to the passage in a significant way.
Correct – 4	Students who chose D correctly identified the stating of the main setting and a major event in paragraph 2 and connected them to the remainder of the passage.

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**Item Information**

Item Code: TN0033985    Position No: 7  
Standard Code: 4.RL.KID.1

Grade Level: 4

Passage Title 1: Two Places to Call Home

Standard Text: Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

Correct Answer: B,C

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The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which word **best** describes the market in paragraphs 10 and 11?

- A.** serious
- B.** lively
- C.** fancy
- D.** modern

**Part B**

Which detail from the passage supports the answer to Part A?

- A.** “. . . buckles me into her little white van . . .” (paragraph 10)
- B.** “. . . sell the plump red tomatoes she’s grown . . .” (paragraph 10)
- C.** “. . . the happy shouts of boys and girls . . .” (paragraph 10)
- D.** “. . . smile at me and say ‘*Maakyé*’ . . .” (paragraph 11)

<b>Rationales</b>	
Incorrect – 1	The last sentence in paragraph 11, “Beautiful boy, we’ll remember these moments for many years,” provides a briefly serious tone; however, the words and phrases from paragraphs 10 and 11 that describe the market, “busy,” “happy shouts,” “playing soccer,” provide textual evidence that the market was a lively place. Readers who selected this option most likely focused on the culled text rather than making a generalization to the overall description of the market.
Correct – 2	Students who chose B correctly connected the words and phrases describing the market in paragraphs 10 and 11, “busy,” “happy shouts,” and greetings of “hello” demonstrating the understanding that the market was a lively place.
Incorrect – 3	While the author uses words like “big” and “colorful” to describe some elements of the market, the majority of the words and phrases describing the market in paragraphs 10 and 11 provide textual evidence that the market was a lively place. Readers who selected this option most likely focused on the culled text rather than making a generalization to the overall description of the market. Students may benefit from practice with connecting specific details to a larger idea.
Incorrect – 4	There is not sufficient evidence in the culled text to support the idea that the market was modern. Students who chose D most likely did not correctly connect the words and phrases describing the market in paragraphs 10 and 11, “busy,” “happy shouts,” and greetings of “hello” demonstrating the understanding that the market was a lively place. Readers who selected this option most likely did not fully grasp the meaning of the word “modern.” Readers who selected this option most likely failed to use context clues to define vocabulary words. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.

<b>Rationales</b>	
Incorrect – 1	The phrase “. . . buckles me into her little white van . . .” (paragraph 10) denotes a serious tone; therefore, it cannot support the author’s intent of depicting the market as a lively place. Readers who selected this option most likely focused on a part of the text rather than making a generalization from the whole culled text for consideration. Students may benefit from practice with connecting specific details to a larger idea.
Incorrect – 2	The phrase “. . . sell the plump red tomatoes she’s grown . . .” does not support the author’s intent of depicting the market as a lively place. Readers who selected this option most likely focused on a part of the text rather than making a generalization from the whole culled text for consideration. Students may benefit from practice with connecting specific details to a larger idea.
Correct – 3	“Happy shouts of boys and girls” is one piece of textual evidence culled from paragraph 10 that supports the use of the word “lively” to describe the market.
Incorrect – 4	While the phrase “. . . smile at me and say ‘Maakyé’ . . .” (paragraph 11) implies a happy setting, it does not support the author’s intent of depicting the market as a lively place. Readers who selected this option most likely focused on a part of the text rather than making a generalization from the whole culled text for consideration. Students may benefit from practice with connecting specific details to a larger idea.

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**Item Information**

Item Code: TN0033989 Position No: 8

Grade Level: 4

Standard Code: 4.RL.KID.3

Passage Title 1: Two Places to Call Home

Standard Text: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

Correct Answer: D,C

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The following item has two parts. Answer Part A and then answer Part B.

**Part A**

At the end of the passage, what is the narrator's point of view about going home?

- A.** He will miss the weather in Ghana.
- B.** He is excited to fly on an airplane again.
- C.** He is eager to sleep in his own room again.
- D.** He wishes he could stay in Ghana longer.

**Part B**

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

- A.** "Good-bye, picture books and stuffed animals." (paragraph 1)
- B.** "Up, up we go, sailing high over the Atlantic Ocean." (paragraph 3)
- C.** "The week has passed too quickly . . ." (paragraph 12)
- D.** "Good-bye, warm yellow huts . . ." (paragraph 13)

<b>Rationales</b>	
Incorrect – 1	While the passage concludes with the main character saying “good-bye” to the many things he enjoyed about his homeland Ghana in paragraph 13 (“Good-bye, warm yellow huts”), the warm weather is just one of the many things he bids farewell. Readers who selected this option most likely only considered one event rather than making an inference from the several listed. Students may benefit from practice with connecting specific details to a larger idea.
Incorrect – 2	Although the passage begins with the main character expressing excitement over his first flight in an airplane in paragraph 2 (“my first time flying on an airplane!”), the question is asking the student to refer to the end of the story to draw a conclusion concerning the narrator’s point of view about going home. Readers who selected this option might have focused on the wrong portion of text. These students may benefit from returning to the text to clarify the sequence of events.
Incorrect – 3	While the passage begins with the sentence “Good-bye bedroom, cozy and small,” there is no indication at the end of the passage that the narrator is eager to sleep in his own room. Readers who selected this option might have failed to go back to the text for information that supports thinking. These students may profit from practicing returning to the text to verify specific details.
Correct – 4	It is evident through the analysis of the text at the end of the passage that the narrator wishes he could stay in Ghana longer. He states that “The week has passed too quickly, and the time has come to say good-bye.” Then he begins to say good-bye to the many things he will miss: “Good-bye, warm yellow huts and shiny tin roofs. Good-bye, bold red skirts and gentle dirt beneath my feet.”



<b>Rationales</b>	
Incorrect – 1	While the narrator does say good-bye to several of the things he will miss about his bedroom, there is no indication given that the picture books and stuffed animals in his bedroom are the catalysts for making him wish he could stay in Ghana longer. Readers who selected this option might have focused on the wrong portion of text. These students may benefit from returning to the text to clarify the sequence of events.
Incorrect – 2	Although the excerpt “Up, up we go, sailing high over the Atlantic Ocean” (paragraph 3) supports choice B in part A, it does not support the correct option that reflects the narrator’s point of view at the end of the passage. Readers who selected this option might have focused on the wrong portion of text. These students may benefit from returning to the text to clarify the sequence of events.
Correct – 3	“The week has passed too quickly . . .” (paragraph 12) supports the narrator’s point of view at the end of the passage that he wishes he can stay in Ghana longer.
Incorrect – 4	While “Good-bye, warm yellow huts . . .” (paragraph 13) does provide insight into the things the narrator will miss about Ghana, it is just one of the aspects of his new home that he will miss and does not represent the whole. Readers who selected this option most likely considered only one idea rather than making an inference/conclusion from several. Students may benefit from practice with connecting specific details to a larger idea.

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**Item Information**

Item Code: TN0033991 Position No: 9

Grade Level: 4

Standard Code: 4.RL.KID.2

Passage Title 1: Two Places to Call Home

Standard Text: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Correct Answer: C

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Which sentence from the passage **best** supports the theme of the passage?

- A.** "The dust from the road swirls up through the open windows and dances around our heads." (paragraph 5)
- B.** "He calls out to me, 'Tall boy, you've grown faster than the trees in my yard.'" (paragraph 5)
- C.** "When gold and black are woven together in a dress, they tell all who see it how important the strength of a family is." (paragraph 7)
- D.** "Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan." (paragraph 8)

<b>Rationales</b>	
Incorrect – 1	While the excerpt “The dust from the road swirls up through the open windows and dances around our heads” (paragraph 5) relates a new experience for the narrator as he is experiencing his homeland for the first time, it does not express the overarching theme of the passage. Readers who selected this option most likely focused on one event rather than connecting a series of events to a larger and broader theme. Students may benefit from practice with connecting specific details to a larger idea.
Incorrect – 2	While the excerpt “He calls out to me, ‘Tall boy, you’ve grown faster than the trees in my yard’” (paragraph 5) relates a new experience for the narrator as he is experiencing his homeland for the first time, it does not express the overarching theme of the passage. Readers who selected this option most likely focused on one event rather than connecting a series of events to a larger and broader theme. Students may benefit from practice with connecting specific details to a larger idea.
Correct – 3	The excerpt “When gold and black are woven together in a dress, they tell all who see it how important the strength of a family is” (paragraph 7) depicts the overall theme of the passage by weaving the idea of family connections through the use of different colored strands of thread.
Incorrect – 4	While the excerpt “Then she rolled the flour into little balls and cooked them in boiling water until they thickened like oatmeal that has been left sitting in a pan” (paragraph 8) relates a new experience for the narrator as he is experiencing his homeland for the first time, it does not express the overarching theme of the passage. Readers who selected this option most likely focused on one event rather than connecting a series of events to a larger and broader theme. Students may benefit from practice with connecting specific details to a larger idea.

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**Item Information**

Item Code: TN190759    Position No: 10  
Standard Code: 4.RL.KID.2

Grade Level: 4

Passage Title 1: Two Places to Call Home

Standard Text: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Correct Answer: C

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Which detail should be included in a summary of the passage?

- A.** The narrator helps his grandmother sell her tomatoes.
- B.** The narrator enjoys listening to music on an airplane.
- C.** The narrator receives a scarf from his grandfather.
- D.** The narrator travels on a bus to visit his relatives.

<b>Rationales</b>	
Incorrect – 1	While the narrator does help his grandmother sell her tomatoes at the market, it is a minor detail that is not worthy of including in the summary of the passage. Readers who selected this option most likely focused on details of lesser importance when summarizing a portion of text. Students may benefit from practice with connecting specific details to a larger idea.
Incorrect – 2	While the narrator enjoys listening to music on an airplane, it is a minor detail that is not worthy of including in the summary of the passage. Readers who selected this option most likely focused on details of lesser importance when summarizing a portion of text. Students may benefit from practice with connecting specific details to a larger idea.
Correct – 3	The scarf the narrator is gifted from his grandfather is an important detail as it is representative of his connection to his other home: "He's woven little hearts onto a black background to tell me and everyone who sees it the story of my family's love. I'll think of Ghana often. It's good to have two places to call home."
Incorrect – 4	While the narrator travels on a bus to visit his relatives, it is a minor detail that is not worthy of including in the summary of the passage. Readers who selected this option most likely focused on details of lesser importance when summarizing a portion of text. Students may benefit from practice with connecting specific details to a larger idea.

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**Item Information**

Item Code: TN0033995 Position No: 11

Grade Level: 4

Standard Code: 4.RL.CS.4

Passage Title 1: Two Places to Call Home

Standard Text: Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.

Correct Answer: D

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What is the meaning of the word aisles in paragraph 3?

- A.** airplanes
- B.** seats
- C.** tables
- D.** walkways

<b>Rationales</b>	
Incorrect – 1	While the narrator is experiencing his first ride in an airplane, there is not sufficient evidence to support that “aisles” refers to or is another word for “airplanes” but instead is an area inside the plane where the attendants walk to make deliveries to the passengers. Students who selected this option most likely failed to use context clues to define vocabulary words. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Incorrect – 2	Although the narrator mentions that he “plug[s] the headphones into the special arm of [his] seat,” there is not sufficient evidence to support that “aisles” refers to or is another word for “seats” but instead is an area inside the plane where the attendants walk to make deliveries to the passengers. Students who selected this option most likely failed to use context clues to define vocabulary words. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Incorrect – 3	Although in paragraph 3 the narrator mentions receiving refreshments, “carts of pretzels and drinks,” there is not sufficient evidence to support that “aisles” refers to or is another word for “tables” but instead is an area inside the plane where the attendants walk to make deliveries to the passengers. Students who selected this option most likely failed to use context clues to define vocabulary words. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Correct – 4	Paragraphs 2 and 3 provide several details supporting the meaning of “aisles”: “my first time flying on an airplane!,” “The airline attendants push carts of pretzels and drinks up and down the tiny aisles,” “When I plug the headphones into the special arm of my seat.” These details give the reader the context needed to understand that “aisles” refers to areas or rows between seats where the flight attendants walk to deliver refreshments and provisions during the flight.



**Item Information**

Item Code: TN0033996 Position No: 12  
Standard Code: 4.FL.VA.7b.i

Grade Level: 4

Passage Title 1: Two Places to Call Home

Standard Text: Explain the meaning of simple similes and metaphors in context.

Correct Answer: D

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What does the narrator mean in paragraph 6 when he says, "It's a book you wear!"?

- A.** The story is well known to other people.
- B.** The cloth is as thin and light as paper.
- C.** The story is liked by people who hear it.
- D.** The cloth gives meaningful information.

<b>Rationales</b>	
Incorrect – 1	The author uses the phrase "a book you wear" metaphorically, but it is not related to the literal meaning of "story." Students who selected this option most likely relied only on literal, explicit interpretation of the text rather than inferencing or "reading between the lines." Practice with identifying figurative language used to create imagery may benefit these students.
Incorrect – 2	Because the author describes the climate as "warm, moist air [that] greets us," students might assume that thin and light clothing would be worn. Students who selected this option most likely relied only on literal, explicit interpretation of the text rather than inferencing or "reading between the lines." Practice with identifying figurative language used to create imagery may benefit these students.
Incorrect – 3	While the narrator recounts the "reading" of the special cloth worn by his grandfather, there is no indication in the text that it is a story is liked by people who hear it. Students who selected this option most likely relied only on literal, explicit interpretation of the text rather than inferencing or "reading between the lines." Practice with identifying figurative language used to create imagery may benefit these students.
Correct – 4	Paragraph 7 provides explicit details that the cloth is meaningful to both the grandfather wearing it and the narrator as he realizes it tells a story about the family to which he belongs.

## Subpart 2: Passage Set with Constructed Response Essay Prompt

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### Passage Information

Passage Code: TN541706	Passage Title: Bug-o-licious_Good Enough to Eat
Grade Level: 4	Lexile Level: 700 Flesch-Kincaid: 2.6

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**Now read the passages, answer the questions, and read the writing prompt. Then take a few minutes to think about what you have read and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.**

## Passage 1

### Excerpt from “Bug-a-licious”

by Meish Goldish

#### Bug Pizza

- 1 People love to eat pizza. Many top it with mushrooms or pepperoni. In Mexico, some people put leaf-footed bugs on top. That’s right! In lots of countries, insects are a popular food. They’re crunchy, tasty — and healthy, too. Many insects are a good source of protein, vitamins, and minerals. They are also often low in fat. Of course, not everyone eats insects. The idea makes some people sick. Yet the world is a big place. One eater’s “yuck!” is another eater’s “yum!”

#### Honey Ants

- 2 Many people buy cookies or ice cream when they want a sweet snack. Others just go digging for honey ants. Aborigines (ab-uh-RIJ-uh-neeZ), the first people to live in Australia, have been hunting and eating them for thousands of years. Honey ants taste good because they drink a sweet liquid from plants called nectar. They bring it back to their underground nest and feed it to other ants. The nectar is stored in a sac at the rear of their bodies. Aborigines dig into the ground with sticks and shovels to find these plump ants. They then eat the insects by holding their heads and biting off the nectar bags. Mmmm! The sweet sacs make a sweet snack!

#### Wasp Crackers

- 3        People often eat crackers with peanut butter or cheese. In Japan, they eat crackers made with digger wasps! Hunters catch the insects in forests near the Japanese village of Omachi. The wasps are boiled and dried. Then they are baked in a rice cracker dough. Each cracker has at least five or six wasps in it. Young people aren't so eager to eat them. Older people, however, love the tasty snack.

Excerpt from "Bug-a-licious" by Meish Goldish from the Extreme Cuisine Series. Copyright © 2009, Bearport Publishing. Used by permission of the publisher via Copyright Clearance Center.

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**Passage Information**

Passage Code: TN851715      Passage Title: Bug-o-licious\_Good Enough to Eat  
Grade Level: 4      Lexile Level: 1000      Flesch-Kincaid: 4.5

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## Passage 2

### Good Enough to Eat

By Suzanne Zimbler

*Some scientists say we should use insects to help feed the world's growing population. Would you give bugs a try?*

- 4      Does a crunchy grasshopper taco sound yummy? If you were living in another part of the world — say, Mexico or Thailand or Kenya — the idea of biting into insects might not seem weird to you at all. For thousands of years, entomophagy, or insect-eating, has been common practice among many of the world's people. According to bug-eaters around the globe, insects are tasty. "When they are roasted, I find termites really delicious," Arnold van Huis of Wageningen University in the Netherlands told *Time For Kids*.
- 5      Van Huis is an entomologist, or bug scientist. He is also an expert on bug-eating. He has traveled the world to learn how different groups of people gather insects and prepare them as food. It was in Kenya that Van Huis tried the termites. In Thailand, he had "nicely seasoned" locusts.
- 6      Bug fans say insects are not only tasty, they are also nutritious. Many are packed with protein, vitamins, and minerals. Van Huis is working with other scientists to encourage insect-eating in areas where it is already common, as well as in Europe and North America, where people are more likely to squash a bug than swallow it.

#### **Meat of the Future?**

- 7      According to the United Nations, the planet's population is now almost 7 billion. It is expected to reach 9 billion before 2050. By that time, demand for meat is expected to double. Raising livestock requires large areas of farmland, and feeding the animals can be expensive. "We have to find alternatives to meat," Van Huis says. "One very good option is using insects."

- 8        Raising insects, which are able to live in crowded quarters, would require less land, says Van Huis. Bugs would also be cheaper to feed, since they could eat food scraps, such as potato peels. "We throw away one-third of our food," he says. "Insects could grow on that."
- 9        Not only could bugs eat our scraps, but they also would require much less food — and water — than livestock. According to Brian Fisher, an entomologist at the California Academy of Sciences, insects are efficient creatures. "A cow wastes most of its energy just keeping warm," he says. But since insects are cold-blooded, they use more of what they eat to grow.

### **Crunch Time**

- 10       For insect-eating to become mainstream in the U.S., Fisher says people must have a chance to sample tasty, ready-to-eat bugs. There are more than 1,700 types of bugs that are safe to eat. But do not even think of snacking on bugs from your backyard, since there is no way of knowing if they are dangerous . . .
- 11       In the future, will eating insects be common practice for people in Europe and North America? "I'm absolutely sure it will," says Van Huis. Care for a Bug Mac, anyone?

"Good Enough to Eat" by Suzanne Zimble from *Time for Kids*, Edition 5-6, Oct 26, 2012. Copyright © 2012, Time Inc. Used by permission from the publisher via Copyright Clearance Center.

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**Item Information**

Item Code: TN331283      Position No: 13      Grade Level: 4  
Standard Code: 4.RI.CS.4  
Passage Title 1: Bug-o-licious\_Good  
Enough to Eat

Standard Text: Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

Correct Answer: B

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What does the word source mean as it is used in paragraph 1 of “Bug-a-licious”?

- A.** something used to flavor food
- B.** where something comes from
- C.** method for preparing a meal
- D.** description of something new

<b>Rationales</b>	
Incorrect – 1	While the author provides several reasons why people chose to eat insects, “They’re crunchy, tasty — and healthy, too,” readers needed to make the connection between the emphasis on health and insects being a source or way to take in “protein, vitamins, and minerals.” Students who selected this option most likely failed to use context clues to define vocabulary words. Explicit practice in locating words or phrases that support meaning may benefit these students.
Correct – 2	There is sufficient evidence in the text to make the connection between eating insects because “[t]hey’re crunchy, tasty — and healthy, too” as a source of, or a way to get, “protein, vitamins, and minerals.”
Incorrect – 3	While the author provides an example of people adding insects to their pizza during meal preparation, readers needed to make the connection between the emphasis on health and insects being a source or way to take in “protein, vitamins, and minerals.” Students who selected this option most likely failed to use context clues to define vocabulary words. Explicit practice in locating words or phrases that support meaning may benefit these students.
Incorrect – 4	Although the author presents eating insects as an idea or concept new to the reader, there is no indication that “source” relates to a description of something new, like eating bugs. Readers who selected this option failed to use context clues to define vocabulary words. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.

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**Item Information**

Item Code: TN431214    Position No: 14    Grade Level: 4  
Standard Code: 4.RI.KID.2  
Passage Title 1: Bug-o-licious\_Good  
Enough to Eat

Passage Code 1: TN541706    Passage Code 2: TN851715  
Standard Text: Determine the main idea of a text and explain how it is supported by key details; summarize a text.  
Correct Answer: A

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What is the main idea of "Bug-a-licious"?

- A.** People eat differently in other parts of the world.
- B.** Honey ants in Australia drink sweet liquid from plants.
- C.** Some people enjoy putting insects on their pizza.
- D.** Young people in Japan are not very eager to eat insects.

<b>Rationales</b>	
Correct – 1	Students needed to recognize that the overarching idea that connects the information and examples provided throughout the text is the idea that people eat differently in other parts of the world.
Incorrect – 2	While paragraph 2 states that honey ants “taste good” and that “[t]he sweet sacs make a sweet snack!,” this is one detail or example from the text detailing how people enjoy different foods in other parts of the world but it does not represent the overarching idea that people eat differently in other parts of the world. Readers who selected this option most likely focused on minor or specific events rather than generalizing main idea or theme. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.
Incorrect – 3	Although paragraph 1 states that “[i]n Mexico, some people put leaf-footed bugs on top” of their pizzas, this is one detail or example from the text detailing how people enjoy different foods in other parts of the world but it does not represent the overarching idea that people eat differently in other parts of the world. Readers who selected this option most likely focused on minor or specific events rather than generalizing a main idea or theme. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.
Incorrect – 4	While paragraph 3 states that “[y]oung people aren’t so eager to eat them (insects),” this is one detail or example from the text detailing how people enjoy or don’t enjoy some of the different foods in other parts of the world. However, it does not represent the overarching idea that people eat differently in other parts of the world. Readers who selected this option most likely focused on minor or specific events rather than generalizing a main idea or theme. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.



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**Item Information**

Item Code: TN231186      Position No: 15      Grade Level: 4  
Standard Code: 4.RI.CS.4  
Passage Title 1: Bug-o-licious\_Good  
Enough to Eat

Passage Code 1: TN541706      Passage Code 2: TN851715

Standard Text: Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

Correct Answer: D

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In "Good Enough to Eat," what does the word nutritious mean as it is used in paragraph 6?

- A.** fresh
- B.** plentiful
- C.** low-cost
- D.** healthy

<b>Rationales</b>	
Incorrect – 1	Paragraph 6 makes reference to bugs being alive by stating “people are more likely to squash a bug than swallow it,” which indicates that people in both Europe and North America come across bugs often. However, there is no evidence to support the meaning of “nutritious” as being fresh. Students who selected this option most likely failed to use context clues to define vocabulary words. These students may need practice returning to the text and locating where authors provide support for readers to understand new words.
Incorrect – 2	Paragraph 6 alludes to the ready availability of insects by stating “people are more likely to squash a bug than swallow it,” which indicates that people in both Europe and North America come across bugs often. However, there is no evidence to support the meaning of “nutritious” as being plentiful. Students who selected this option failed to use context clues to define vocabulary words. These students may need practice returning to the text and locating where authors provide support for readers to understand new words.
Incorrect – 3	Paragraph 6 alludes to the ready availability of insects by stating “people are more likely to squash a bug than swallow it,” which indicates people in both Europe and North America come across bugs often, and therefore insects are free for the taking. However, there is no evidence to support the meaning of “nutritious” as being low-cost. Students who selected this option failed to use context clues to define vocabulary words. These students may need practice returning to the text and locating where authors provide support for readers to understand new words.
Correct – 4	The author provides context to the meaning of the word “nutritious” by providing the values of eating insects. “Bug fans” state that “insects are not only tasty, they are also nutritious,” since they are a source of or provide “protein, vitamins, and minerals.”

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**Item Information**

Item Code: TN431303      Position No: 16      Grade Level: 4  
Standard Code: 4.RI.CS.5  
Passage Title 1: Bug-o-licious\_Good  
Enough to Eat  
  
Passage Code 1: TN541706      Passage Code 2: TN851715  
Standard Text: Describe the overall structure of events, ideas, and concepts of  
information in a text or part of a text.  
Correct Answer: C

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In "Good Enough to Eat," how do the details in paragraphs 7 through 9 develop an important idea in the passage?

- A.** They explain why insects taste better than animal meat.
- B.** They warn people to stop wasting so much food.
- C.** They show how insects can feed a growing population.
- D.** They describe how to begin raising insects for food.

<b>Rationales</b>	
Incorrect – 1	While the author might enjoy eating insects and prefer them over animal meat, that is not specifically mentioned in this section of the text. Readers who selected this option most likely failed to go back to the text for information that supports thinking. These students may benefit from practice returning to a text to skim or scan for specific keywords or ideas.
Incorrect – 2	In paragraph 7, the author quotes an expert as saying, “We throw away one third of our food.” However, this is only one point made by the author and is not an important idea that is developed throughout these paragraphs. Readers who selected this option most likely failed to make connections between the pieces of information. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.
Correct – 3	This portion of the text presents several problems. From paragraph 7: “the planet’s population is now almost 7 billion,” “demand for meat is expected to double,” “Raising livestock requires large areas of farmland, and feeding the animals can be expensive,” “We have to find alternatives to meat.” This section goes on to provide a solution to the problems by showing how insects can feed a growing population.
Incorrect – 4	Although the author provides some details as to how we could sustain the raising of insects by utilizing the food that is typically thrown away, it is not an important idea that is developed in these paragraphs. Readers who selected this option most likely failed to make connection between the pieces of information. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.

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**Item Information**

Item Code: TN931264      Position No: 17      Grade Level: 4  
Standard Code: 4.W.TTP.2  
Passage Title 1: Bug-o-licious\_Good  
Enough to Eat  
Passage Code 1: TN541706      Passage Code 2: TN851715  
Standard Text: Write informative/explanatory texts to examine a topic and convey ideas  
and information.

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**Writing Prompt**

You have just read “Bug-a-licious” and “Good Enough to Eat.” Write an informational essay explaining how foods in many parts of the world can be different. Include information about the various foods and how they are eaten as part of your explanation. Use textual evidence from **both** passages in your essay.

Manage your time carefully so that you can plan your essay and do some prewriting.

Be sure to

- explain how foods are different throughout the world.
- use evidence from **both** passages.

Your written response should be in the form of a multi-paragraph informational essay.

# TNReady Grades 4-5 Informational/Explanatory Rubric

Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>utilizes effective organizational strategies to group related information logically<sup>1</sup> and to aid in comprehension.</li> <li>effectively establishes relationships among ideas and concepts.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>2</sup> from the stimuli to thoroughly and insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>4</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>utilizes adequate organizational strategies to group related information logically<sup>1</sup> and to aid in comprehension.</li> <li>adequately establishes most relationships among ideas and concepts.</li> <li>contains a relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>2</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>demonstrates an attempt to group related information, but ideas may be hard to follow at times.</li> <li>establishes some relationships between ideas and concepts, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>2</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>demonstrates an unclear organizational structure; ideas may be hard to follow most of the time.</li> <li>fails to establish relationships between ideas and concepts; concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>2</sup> from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes no or few transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

Logic is expected at grade 5.

Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

# TNReady Grades 4-5 Narrative Rubric

Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters.</li> <li>Utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically.</li> <li>contains an effective conclusion that follows from the narrated events or experiences.</li> </ul>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to thoroughly develop experiences, events, and/or characters.</li> <li>effectively incorporates relevant, well-chosen details from the stimulus.</li> <li>effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of experiences, events, and/or characters.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>2</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>adequately establishes a relevant situation to orient the reader and introduces a narrator and/or characters.</li> <li>utilizes adequate organizational strategies to establish a sequence of events that unfolds naturally and logically.</li> <li>contains an adequate conclusion that follows from the narrated events or experiences.</li> </ul>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>adequately utilizes relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to sufficiently develop experiences, events, and/or characters.</li> <li>adequately incorporates relevant details from the stimulus.</li> <li>adequately demonstrates an understanding of the task and stimulus by using relevant, descriptive details in order to convey a precise picture of experiences, events, and/or characters.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent command of precise language, including sensory details, appropriate to the task.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>conveys a limited, possibly confusing situation that may include a narrator and/or characters.</li> <li>contains a limited sequence of events that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences.</li> <li>contains a weak conclusion that may be loosely related to the narrated events or experiences.</li> </ul>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>utilizes some relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> in order to partially develop experiences, events, and/or characters.</li> <li>utilizes limited, if any, relevant details from the stimulus.</li> <li>demonstrates some understanding of the task and stimulus by using some relevant or descriptive details in order to convey a limited picture of experiences, events, and/or characters.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language, including sensory details.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>contains an unclear, irrelevant, or no situation.</li> <li>contains no or an ineffective sequence of events that may be brief, confusing, or very hard to follow.</li> <li>contains no or an irrelevant conclusion.</li> </ul>	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> <li>contains few or no relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to develop experiences, events, and/or characters.</li> <li>contains no or irrelevant details from the stimulus.</li> <li>demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates little to no use of precise language, including sensory details.</li> <li>utilizes no or few transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Pacing is expected at grade 5.

<sup>2</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

# TNReady Grades 4-5 Opinion Rubric

Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>states and maintains a clear and sophisticated opinion or point of view.</li> <li>utilizes effective organizational strategies to logically<sup>1</sup> group and order ideas to support the writer's purpose.</li> <li>effectively establishes relationships among opinions, reasons, and evidence.<sup>2</sup></li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing: utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully support the writer's opinion.</p> <ul style="list-style-type: none"> <li>thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer's opinion and demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>utilizes sophisticated and varied transitional words and phrases</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>4</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>states and maintains a clear opinion or point of view.</li> <li>Utilizes adequate organizational strategies to logically<sup>1</sup> group and order ideas to support the writer's purpose.</li> <li>adequately establishes relationships among opinions, reasons, and evidence.<sup>2</sup></li> <li>contains a relevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence from the stimuli to adequately support the writer's opinion.</li> <li>adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer's opinion and demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>states a weak opinion or point of view.</li> <li>demonstrates an attempt to group related information, but ideas may be hard to follow at times.</li> <li>establishes some relationships among opinions, reasons, and evidence,<sup>2</sup> but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence from the stimuli to partially support the writer's opinion. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, connecting some of the evidence to the writer's opinion and demonstrating only a partial understanding of the topic, task, and stimuli.</li> </ul> <p>There may be some level of inaccuracy in the explanation.</p>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>



<b>1</b>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>states an unclear or an irrelevant opinion or point of view.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to establish relationships among opinions, reasons, and evidence;<sup>2</sup> concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support the writer's opinion.</li> <li>inadequately or inaccurately explains the evidence provided; evidence and the writer's opinion appear disconnected, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes no or few transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>
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Logic is expected at grade 5.

Evidence includes facts, definitions, concrete details, quotations, or other information as appropriate to the task and stimuli.

Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

## Additional Resources

- [Information on Tennessee's Assessment Program](#)
- [Tennessee Academic Standards for ELA](#)
- [The Standards for ELA](#)
- [Assessing Student Learning Reopening Toolkit](#)
- [Assessment Development LiveBinder Resource Site](#)
- [Best for All Central](#)

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