



Department of  
**Education**

# Checkpoint Results Interpretation Guide

## Grade 5 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 5 ELA Checkpoint should be given to incoming sixth grade students to help plan for students learning Grade 6 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 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 – 43%	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	44 – 63%	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	64 – 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
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*

Rationales	
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 5 ELA Checkpoint Item Annotations

## Subpart 1: Passage Sets with Multiple Choice Questions

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### Passage Information

Passage Code: TN671391

Grade Level: 5

Passage Title: Excerpt from "Trouble at Fort La Pointe"

Lexile Level: 800 Flesch-Kincaid: 4.4

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Read the passage and answer the questions that follow.

### Excerpt from "Trouble at Fort La Pointe"

by Kathleen Ernst

*This passage is from a story called "Trouble at Fort La Pointe." It is about a young Ojibwe/French Canadian girl named Suzette. In this part of the story, Suzette and her family are traveling in birch bark canoes. They are going to La Pointe Island, in Lake Superior, so that Suzette's father can take part in a fur competition.*

- 1 Suzette sat in the center of Papa's canoe, wedged among their belongings. She kept an eye on Charlotte, whose cradleboard was braced against a crossbar. Mama paddled in the bow and Papa in the rear. Leaning back against a bundle of furs, Suzette dabbled her fingers in the water. A pair of merganser ducks paddled nearby, then dove, chasing fish below the surface. Papa was already singing one of his favorite paddling songs.
- 2 Soon the shore of the mainland faded behind them. Content, Suzette barely noticed when she felt a trickle of cold water in the bottom of the canoe. She reached for a piece of heavy cotton cloth kept as protection against leaks and sopped up the water. But before she could wring out the cloth, the trickle became a stream. "Papa! We're taking water."
- 3 "Mop it up the best you can. It can't be serious. Yellow Wing and I sealed every seam with fresh pitch yesterday." Papa began to sing again.
- 4 At first Suzette wasn't worried either. Wasn't Papa one of the best canoe men on the great lake? He and Yellow Wing knew how to tend canoes. But water was soon appearing faster than she could soak it up. She scrambled to find a small birch-bark *makak* and began to bail.
- 5 Papa stopped singing. "I've got water back here now. What is this?" He sounded puzzled.
- 6 Mama turned around. "My feet are wet too, Philippe. Shall I stop paddling and help bail?"

- 7        "No." Papa's blue eyes narrowed with worry. "We're a long way from either shore. We need to paddle hard. Suzette, keep bailing."
- 8        "I'm trying!" It was difficult, though, because the canoe was packed so full that there was little room to scoop the *makak*. Suzette felt the cold water around her thighs. A shiver chased away the sun's warmth. They were in the middle of the passage now, about evenly distant from the mainland and the island. Too far to swim in the icy water. Too far to shout for help. The loaded canoes were riding low in the water already, and water was rushing in faster than she could get rid of it.
- 9        They were in trouble.
- 10       Yellow Wing eased his canoe close, frowning. "What's this? That canoe was sound yesterday."
- 11       "I don't know, but we're taking water. Come closer." Papa stopped paddling and grabbed the other canoe. "Suzette, pass Charlotte over to your grandmother."
- 12       A finger of fear, icy as the lake, crooked around Suzette's heart when she looked at her baby sister. Charlotte was asleep, shaded from the sun by a woven mat. Suzette gingerly lifted the cradleboard and passed it to her grandmother's waiting arms.
- 13       "Papa, shall I try to cross over too?" Suzette asked. "Or pass over some of our belongings to lighten our load?"
- 14       "No. The other canoe is too full to take any more weight. And I need you to bail." Papa leaned into his paddle. The powerful muscles he'd developed during his voyageur days rippled beneath his shirt. Every stroke sent the canoe surging ahead.
- 15       The water had risen to fist-deep. Suzette reached for the bailer again, feeling another shiver of fear down her spine. "Don't worry, *mignonne*," Papa called. "If we must, we will throw a bundle or two of furs overboard. That will lighten our load."
- 16       "Papa, no!" Papa needed to turn in every one of his furs at the trading post. If they discarded furs, he would surely lose the competition!
- 17       The fun of *rendez-vous* was forgotten. Mama and Papa's hard paddling seemed to bring them no closer to La Pointe. Despite Suzette's bailing, water rose two fists deep inside the canoe. Cold water bit through her leggings. Whenever she dared, Suzette snatched a glance toward the island. The fort danced teasingly in the distance. Water rose three fists high.
- 18       Soon every muscle in Suzette's body ached, drawn tight as a bowstring with worry and the effort of desperate bailing. She felt sick as she watched water rise to within two fists of the canoe's top edge.

- 19 Finally Mama stopped paddling and turned her head, careful not to upset their balance. "Philippe, we mustn't swamp. We will lose everything."
- 20 The brief silence was painful. Suzette heard a gull calling and looked again toward shore. It was still too far. They could not reach shore without lightening their load. And the water was so deep that if they threw their belongings overboard, the blankets and kettles and tools they needed to survive could not be retrieved.
- 21 Papa put his paddle down. "I'm going to toss over some furs." His voice was tight. Suzette watched him struggle to loosen a bulky bundle of stiff furs from the tightly packed canoe. No! She wanted to weep. All her hopes for the future were about to be cast overboard.
- 22 Suzette didn't think. Instead came the sudden slam of cold, burning her skin, stealing her breath, as she eased her feet over the canoe and slipped into the water. It took all her effort to grasp the canoe before the lake claimed her.

Excerpt from "Trouble at Fort La Pointe" by Kathleen Ernst, from the *Mysteries through History* Series, New York: Open Road Media, 2014.

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**Item Information**

Item Code: TN545260

Position No: 1

Grade Level: 5

Standard Code: 5.RL.KID.2

Passage Title 1: Excerpt from Trouble at FortLa Pointe

Passage Title 2:

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

**Read the sentences from paragraph 3.**

**“It can’t be serious. Yellow Wing and I sealed every seam with fresh pitch yesterday.”**

What do these sentences suggest about Papa?

- A.** He usually acts braver than he feels.
- B.** He is confident in his skill at making canoes.
- C.** He dislikes being told that he made a mistake.
- D.** He is worried about the danger of being in a canoe.

**Part B**

How does Papa saying, “It can’t be serious,” develop an important idea in the passage?

- A.** It shows why the family overloaded the canoe.
- B.** It shows why the family is not prepared to fix the canoe.
- C.** It explains the family’s surprise when the canoe takes on water.
- D.** It explains the family’s choice not to put their supplies in the other canoe.

Part A

<b>Rationales</b>	
Incorrect – 1	Papa has a reputation of being a “canoe man” in the area. He is confident that Yellow Wing and he sealed the seams correctly so the canoe could be used for the trip. There is no textual evidence to support the idea that he is acting bravely at this point in the passage. Readers may have misinterpreted his confidence as overconfidence. Readers most likely selected this option because they failed to connect a character’s words, thoughts, or actions to his character’s perspective or motivation. Students may develop their interpretation skills by practicing identifying specific details to support an inference about a character.
Correct – 2	Papa and Yellow Wing were very thorough mending the boat, sealing every seam before the family left to go to La Pointe Island. He is confident in his skills and does not believe that the canoe is leaking very much.
Incorrect – 3	Papa is not upset with Suzette for telling him that the boat is leaking. In fact, right after he tells her to mop up the water, he “began to sing again,” showing that he is relaxed and in a good mood. Readers may have generalized this option to Papa because people they know do not like to be told they have made a mistake. Students may develop their interpretation skills by practicing identifying specific details to support an inference about a character. Readers most likely selected this option because they failed to connect a character’s words, thoughts, or actions to his character’s perspective or motivation or because they used personal experience.
Incorrect – 4	Although the canoe is leaking, Papa does not yet realize how much water the canoe has taken on. He is still calm when he tells Suzette “It can’t be serious.” His long experience with traveling by canoes implies that canoeing is relatively safe for him. He does not show his concern until paragraph 7. Readers most likely selected this option because they failed to go back to the text for information that supports thinking. Students might profit from practice in returning to the text to find specific details to support a conclusion.

Part B

<b>Rationales</b>	
Incorrect – 1	Papa says that the leak “can’t be serious” after the family has packed the canoes and left on their trip, so Papa’s statement has no impact on why the canoes were fully loaded. Readers most likely selected this option because they incorrectly linked ideas. Returning to the text to examine the sequence of events may bolster students’ skills in connecting ideas.
Incorrect – 2	Papa does not say “It can’t be serious” until paragraph 3, after the family has packed the canoes, so Papa’s statement has no impact on why the family is not prepared to fix the canoe. Readers most likely selected this option because they incorrectly linked ideas. Returning to the text to examine the sequence of events may bolster students’ skills in connecting ideas.
Correct – 3	The family knows Papa is skilled in working on canoes, so when he says the leak “can’t be serious,” the family is not concerned at first. However, when Mama and Papa see and feel the water seeping into the boat, they are surprised and worried.
Incorrect – 4	The family transfers only their baby from their canoe to the other canoe because Papa says, “The other canoe is too full to take any more weight.” There is no textual evidence to support the idea that they did not shift the load from one canoe to the other because Papa claimed that the leak in the first canoe was not serious. Readers most likely selected this option because they incorrectly linked ideas. Returning to the text to examine the sequence of events may bolster students’ skills in connecting ideas.

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**Item Information**

Item Code: TN045294

Position No: 2

Grade Level: 5

Standard Code: 5.RL.CS.4

Passage Title 1: Excerpt from Trouble at FortLa Pointe

Passage Title 2:

Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.

Correct Answer: A

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In paragraph 17, what does the phrase “The fort danced teasingly” show?

- A.** that the fort seems to be unreachable
- B.** that the fort is swaying
- C.** that the fort seems like a lively location
- D.** that the fort is imaginary

<b>Rationales</b>	
Correct – 1	Despite the attempts to paddle to the island, Suzette knows that they will not be able to reach it without a drastic action. ("Mama and Papa's hard paddling seemed to bring them no closer to La Pointe.") She feels as though the "fort danced teasingly" because its lure is very strong, but it teases her because she will not be able to experience it.
Incorrect – 2	The phrase "The fort danced teasingly" is a personification and not literal in meaning. This option is incorrect because the fort is not actually swaying. Readers most likely selected this option because they relied only on literal, explicit interpretation of the text rather than inferencing. Practice with identifying figurative language used to create imagery may benefit these students.
Incorrect – 3	The word "danced" in the phrase "The fort danced teasingly" evokes a feeling of being lively, but a reader who selects this option may focus only on "danced" and not on "teasingly." Paragraph 17 states that fun "was forgotten" and builds suspense during a harrowing experience. The idea that the main character would focus on "a lively location" at this point in the story is illogical. Readers most likely selected this option because they relied only on literal, explicit interpretation of the text rather than inferencing. Practice with identifying figurative language used to create imagery may benefit these students.
Incorrect – 4	If taken literally, the phrase "The fort danced teasingly" would sound like the fort is imaginary since forts do not dance or tease people. However, this phrase personifies the fort and is not literal. In addition, the family is traveling to the fort so Papa can enter the competition, so the fort would not be imaginary. Readers most likely selected this option because they relied only on literal, explicit interpretation of the text rather than inferencing. Practice with identifying figurative language used to create imagery may benefit these students.

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**Item Information**

Item Code: TN845251

Position No: 3

Grade Level: 5

Standard Code: 5.RL.CS.5

Passage Title 1: Excerpt from Trouble at FortLa Pointe

Passage Title 2:

Standard Text: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

Correct Answer: D

---

How does paragraph 1 relate to the events in the rest of the passage?

- A.** It builds excitement about the place the characters are traveling to.
- B.** It shows the reason that the family is traveling a long distance by canoe.
- C.** It introduces the problem that the characters will have to face soon.
- D.** It describes the happy family situation that will be disturbed by later events.

<b>Rationales</b>	
Incorrect – 1	The first paragraph shows a relaxed scene of the family in the canoe; it does not build excitement about where the family is traveling to. In fact, it does not even mention La Pointe Island. Readers most likely selected this option because they misunderstood how a section of text fits into the whole or serves as part of the author's larger purpose. Returning to the text to make connections on how parts relate to a whole may benefit students.
Incorrect – 2	The family's reason for making the trip is not revealed in the passage until paragraph 15. Readers most likely selected this option because they failed to return to the text for information to support their thinking. Students may gain skills in locating specific details within text by practicing skimming and scanning text.
Incorrect – 3	The problem arises in paragraph 2, not in paragraph 1. Paragraph 1 describes the quiet and peaceful scene as the family begins the journey to the fort. Suzette is relaxing and dipping her hand in the water, while her dad is singing. The canoe has not started to leak yet, so the family is content. The problem is described in paragraph 2, when Suzette notices the canoe leaking. Readers most likely selected this option because they focused on the wrong portion of the text. Students may profit from practice with finding specific details using the skill of skimming and scanning text.
Correct – 4	Paragraph 1 describes a serene and peaceful scene as "Suzette dabbled her fingers in the water," and "Papa was already singing." In addition, the author includes smaller details such as ducks paddling nearby and doves chasing fish in the water. This scene is a stark contrast to later events that describe uncertainty and concern when the canoe starts to fill with water and bailing the water does not help with the situation the family faces.

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**Item Information**

Item Code: TN045318

Position No: 4

Grade Level: 5

Standard Code: 5.RL.CS.5

Passage Title 1: Excerpt from Trouble at FortLa Pointe

Standard Text: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

Correct Answer: B, A

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

**Part A**

Why are the bundles of furs mentioned several times in the story?

- A.** to describe the reason the family is all together
- B.** to stress the importance of the furs to the family
- C.** to show how the family members became fur traders
- D.** to explain how the family protects itself when traveling

**Part B**

How does repeatedly mentioning the furs contribute to the overall structure of the story?

- A.** It explains why Suzette is willing to risk her life.
- B.** It explains why the family needs to get to the island.
- C.** It explains why the grandmother is in another canoe.
- D.** It explains why Papa is willing to toss some furs in the water.

Part A

<b>Rationales</b>	
Incorrect – 1	Although Papa is taking many furs to the competition, the text does not support the idea that this is the reason why the family is all together. The text does not give any clues as to why the family is traveling with Papa. Readers most likely selected this option because they failed to go back to the text for information that supports thinking. Students may benefit from practice skimming and scanning within a text to locate specific details.
Correct – 2	The furs are very important to the family since they depend on them for their livelihood. The author mentions the furs several times to emphasize the problem the family faces with throwing the furs overboard. Papa is distressed, deciding about the immediate need to lighten the load of the canoe or literally throw his livelihood overboard. Papa says, "If we must, we will throw a bundle or two of furs overboard." and Mama later tells Papa "We mustn't swamp. We will lose everything." Papa understands how impactful his decision will be about the furs.
Incorrect – 3	The text does not provide information about how the family became fur traders. Readers most likely selected this option because they failed to go back to the text for information that supports thinking. Students may benefit from practice skimming and scanning within a text to locate specific details.
Incorrect – 4	At the beginning of the passage, Suzette uses the furs to lean against while relaxing in the canoe. However, there is no text evidence to show that the furs offer protection for the family. Readers most likely selected this option because they failed to go back to the text for information that supports thinking. Students may benefit from practice skimming and scanning within a text to locate specific details.

Part B

<b>Rationales</b>	
Correct – 1	Papa repeatedly says that they will need to throw a few bundles of fur overboard to lighten the load in order to slow the leak in the canoe. Suzette “wanted to weep. All her hopes for the future were about to be cast overboard.” However, Suzette knows the importance of the furs because they provide income for the family. Her actions of going into the water to help lighten the load is her solution to the problem in Part A.
Incorrect – 2	Although the furs are the impetus for the family to travel to La Pointe Island, the author repeatedly mentions them in order to stress their importance and to build suspense. Readers most likely selected this option because they may have focused on the furs only as an initial motivation and did not read between the lines to understand why the author repeatedly mentioned the furs. Students may benefit from practice in returning to the text to verify specific details to support inferences.
Incorrect – 3	There is no text evidence to assume that since the furs are put in the first canoe, then grandmother would be in the second canoe. Both canoes are packed tightly. Readers most likely selected this option because they attempted to connect the detail of the grandmother being in a second canoe with the overall structure of the story, in which the grandmother plays only a minor role. Students may gain skills in locating and identifying specific important details within text by practicing skimming and scanning text.
Incorrect – 4	Papa mentions the furs several times in the passage because he knows that throwing them into the water will lighten the load the canoe is carrying. However, he does not take this option lightly. He knows the importance of the furs for income, so he would be reluctant to throw the furs overboard unless he is in a dire situation. Readers most likely selected this option because they failed to connect Papa’s throwing furs into the water to an important inference about the event. Students may benefit from practice in returning to the text to verify specific details to support inferences.

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**Item Information**

Item Code: TN245343

Position No: 5

Grade Level: 5

Standard Code: 5.RL.KID.2

Passage Title 1: Excerpt from Trouble at FortLa Pointe

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

Correct Answer: A

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Which statement is the **best** summary of the passage?

- A.** Suzette and her family are traveling in a canoe filled with their belongings. The canoe begins to leak, and the family has to make difficult choices.
- B.** Suzette notices that water is quickly filling up the canoe. She shivers with cold as water continues filling the canoe.
- C.** Papa and Yellow Wing use fresh pitch to seal the canoe. The family realizes that the canoe is not strong enough to hold the weight of their belongings.
- D.** Papa and Yellow Wing build a canoe to carry furs to the trading post. The family decides to throw the furs into the lake.

<b>Rationales</b>	
Correct – 1	The details in this option include all of the important aspects of the text and provide a summary of the passage.
Incorrect – 2	The detail that Suzette notices water coming into the boat is important to the passage, but it is too narrowly focused for a summary. In addition, the fact that Suzette is cold from the water is a detail of lesser importance to include in a summary. Readers most likely selected this option because they focused on details of lesser importance. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a passage.
Incorrect – 3	Although Papa and Yellow Wing use fresh pitch to seal the seams, the material they used is not an important aspect of the passage. Also, the problem with the canoe is that the seams are leaking, not that the boat is weak. This shows a misunderstanding of the text. Readers most likely selected this option because they focused on details of lesser importance and misunderstood a key concept when summarizing the text. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a passage.
Incorrect – 4	The detail of Papa and Yellow Wing building a canoe is incorrect. They are working on Papa's canoe to make sure that it will be ready for travel to Fort La Pointe. In addition, Papa, not the family, makes the decision to throw the furs overboard. Readers most likely selected this option because they developed only a partial understanding of key concepts. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.

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**Passage Information**

Passage Code: TN104435

Grade Level: 5

Passage Title: The Time-Honored Sport of Stone Skipping

Lexile Level: 1000

Flesch-Kincaid: 7.1

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Read the passage and answer the questions that follow.

## Excerpt from “The Time-Honored Sport of Stone Skipping”

by Laura F. Nielsen

- 1 A pond or lake with a rocky shore just begs for someone to pick up a stone and toss it into the water. Sometimes the rock makes a satisfying splash. And sometimes, if it is smooth and flat and is thrown just right, the rock skips across the water — bounce, bounce, bounce — before it sinks to the bottom.
- 2 In the United States, this is called stone skipping. In Great Britain, it is known as stone skimming or playing ducks and drakes. In Ireland it is stone skiffing. In Denmark it is smutting. In French it is called *ricochet*. The Russians call it *pech blini*, or making pancakes.
- 3 Roman author Marcus Minucius Felix wrote in AD 200 of watching boys skip shells on the water. The story of George Washington throwing a silver dollar across the Potomac River near Mount Vernon — which can’t be true since the Potomac is a mile wide there and silver dollars were not minted during Washington’s lifetime — appears to have started with a story about Washington skipping a piece of slate the size of a silver dollar across the Rappahannock River, which flowed past his boyhood home. The temptation to throw rocks at water is almost universal.
- 4 But what started out as a game is now a competitive sport. There are various ways to score stone skipping. In some places people compete for the furthest distance they can skip a stone. In the United States, the number of skips is counted — and that number can get pretty big!
- 5 There is a vocabulary unique to the sport of stone skipping. A *run* is a single stone throw with a series of skips before the stone sinks into the water. A *plink* is a nice bounce with a lot of water between it and the next bounce. *Pitty-pats* are short hops, close together, at the end of a run. A *plonk* is a stone that sinks on its first hit. But worse than that is a *skronker*, a stone that goes all the way to the other bank and never hits the water at all. How embarrassing!

- 6 One of the biggest competitions is hosted each year on the Fourth of July by the Mackinac Island Stone Skipping and Gerplunking Club. This event has been held every year since 1969. Gerplunking is a related sport in which small children are invited to chuck a stone into the water in hopes of causing the most spectacular splash or “gerplunk.” This event is popular, but very difficult for the judges to score.
- 7 Stone skipping is the main event. There are three divisions: twelve and under, over twelve, and professional. The winners of the amateur divisions are invited to compete in the professional division composed of previous winners and world record holders. The grand prize is a year’s supply of Mackinac Island fudge. The money raised from entry fees and T-shirt sales goes to local charities.
- 8 The competition begins when a club official announces, “Let he who is without Frisbee cast the first stone.” Each competitor throws six stones. The amateurs throw whenever one of the judges is available to watch them. The professionals throw one at a time with all of the judges (plus a crowd of onlookers) watching carefully to make sure that the scores are accurate.
- 9 In the stone skipping world, most competitors choose a “skipping name” to use in competitions. A recent gerplunking champion went by “X Man.” Other noted skippers go by “Hard Luck,” “Airtight Alibi,” “Top Gun,” and “Skippy.”
- 10 Russ “Rock Bottom” Byars, who held the world record for stone skipping from 2007–2014, says that the important elements of a good throw are speed, angle, and spin. The rock must be going fast at approximately a twenty-degree angle to the water, so that it will bounce rather than sink. If the rock is spinning like a Frisbee, it is more likely to skip.
- 11 The stone itself is important. It should be flat, smooth, and evenly weighted. Water-worn shale is particularly good. Some competitors believe that only stones found at the competition site should be allowed. Others, including “Rock Bottom” Byars, prefer to bring stones found at their favorite rock hunting locations. This doesn’t give “Rock Bottom” an edge, however. He lugs along a duffle bag full of stones and lets his competitors have first pick before he selects a stone from the leftovers — and still wins frequently.
- 12 How many skips can a world class rock skipper get on a single throw? It depends on the wind and water conditions. World record throws are made on calm days with smooth water. When a skipper is attempting to set a new record, several cameras are set up so that each skip can be verified. In 2002 Kurt “Mountain Man” Steiner skipped a rock forty times. In 2007, “Rock Bottom” Byars achieved fifty-one skips. In 2014 Max “Batman” Steiner briefly held the record with 65 skips, before “Mountain Man” Steiner reclaimed the record with a whopping 88 skips. That’s a lot of skips!

Excerpt from “The Time-Honored Sport of Stone Skipping” by Laura F. Nielsen, from *Cricket*, 2016. Copyright © 2016, Cricket Media Group. Used by permission of the publisher via Copyright Clearance Center.

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**Item Information**

Item Code: TN0031694

Position No: 6

Grade Level: 5

Standard Code: 5.RI.KID.2

Passage Title 1: The Time-Honored Sport of  
StoneSkipping

Standard Text: Determine the central idea of a text and explain how it is supported by key details;  
summarize the text.

Correct Answer: B

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Which statement is a central idea that is supported by paragraphs 6–9?

- A.** Gerplunking is more difficult to judge than stone skipping.
- B.** Stone skipping is a serious sport but has a humorous side.
- C.** Small children have a chance to become stone skipping champions.
- D.** Gerplunking involves making a large splash with a stone.

<b>Rationales</b>	
Incorrect – 1	Information about gerplunking is restricted only to paragraph 6, so there is no support for this option as the central idea of paragraphs 6 through 9. Readers selecting this option most likely focused on the last sentence of paragraph 6 as the central idea rather than generalizing information in paragraphs 6 through 9. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a passage.
Correct – 2	Based on details throughout paragraphs 6 through 9, the reader can infer that stone skipping is a serious sport that has a humorous side. The author elaborates on the seriousness of the sport by listing the three divisions, naming the prize (also an example of the humorous side), and stating that the money from the entry fees and T-shirt sales support charities. The humorous side is supported by information about gerplunking, the opening announcement, and the skipping names of some of the competitors.
Incorrect – 3	Some readers might infer that small children have a chance to be stone skipping champions based on the text “winners of the amateur divisions are invited to compete in the professional division composed of previous winners and world record holders,” but that inference would be incorrect as a central idea. The remaining information in paragraphs 6 through 9 does not support this option as the central idea. Readers selecting this option most likely focused on a minor detail rather than generalizing the group of paragraphs. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.
Incorrect – 4	Paragraph 6 states that gerplunking is a sport in which children throw a “stone into the water in hopes of causing the most spectacular splash or ‘gerplunk.’” This option is, in essence, a definition of gerplunking and not the central idea of paragraphs 6 through 9. Readers selecting this option most likely focused on an easily defined concrete idea rather than making an inference about the central idea of several paragraphs. These students might benefit from practice in finding a common thread in ideas that seem dissimilar in order to understand how details add up to a main idea.

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**Item Information**

Item Code: TN0031692

Position No: 7

Grade Level: 5

Standard Code: 5.RI.KID.2

Passage Title 1: The Time-Honored Sport of  
Stone SkippingStandard Text: Determine the central idea of a text and explain how it is supported by key details;  
summarize the text.Correct Answer: D, C

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

**Part A**

What is the central idea of the passage?

- A.** People have skipped stones in many times and places.
- B.** Both children and adults take part in skipping contests.
- C.** A throw is judged by the number of skips the stone makes.
- D.** Stone skipping has become a sport in which throws are judged.

**Part B**

Which sentence from the passage **most** clearly develops the central idea?

- A.** "And sometimes, if it is smooth and flat and is thrown just right, the rock skips across the water — bounce, bounce, bounce — before it sinks to the bottom." (paragraph 1)
- B.** "In Great Britain, it is known as stone skimming or playing ducks and drakes." (paragraph 2)
- C.** "One of the biggest competitions is hosted each year on the Fourth of July by the Mackinac Island Stone Skipping and Gerplunking Club." (paragraph 6)
- D.** "Gerplunking is a related sport in which small children are invited to chuck a stone into the water in hopes of causing the most spectacular splash or 'gerplunk.'" (paragraph 6)

Part A

<b>Rationales</b>	
Incorrect – 1	Paragraphs 2 and 3 give information about the places people have skipped stones and two examples of people stone skipping in the past. However, information about times and places is given in two paragraphs only, which is not enough to support this option as the central idea of the passage. Readers selecting this option most likely focused on minor ideas rather than generalizing the central idea. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a passage.
Incorrect – 2	Although both children and adults can take part in skipping contests, the detail in this passage is in regard to the specific competition mentioned in paragraph 6. Given that this information is restricted to only one paragraph, it cannot be the central idea of the entire passage. Readers selecting this option most likely limited comprehension to only one part of the text rather than the whole. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a story.
Incorrect – 3	Paragraph 4 references two ways stone skipping can be scored: by the furthest distance or by the number of skips. Even though paragraph 12 references the number of skips for world records, this option cannot be the central idea because the passage has already stated that there is more than one way to judge stone skipping. Readers selecting this option most likely focused on the most recent idea read as the central idea rather than generalizing the passage as a whole. These students could benefit from contrasting how specific sections provide support to the main idea as a whole.
Correct – 4	The passage offers substantial support for the central idea that stone skipping has become a competitive sport. Paragraphs 1 through 3 offer a brief history and information about the activity's names around the world. Starting with paragraph 4, the reader comes across the first mention that the game has evolved into a competitive sport, followed by a detailed information about one of the largest stone skipping events. Paragraph 8 specifically states that "amateurs throw whenever one of the judges is available to watch them. The professionals throw one at a time with all of the judges. . . watching." This abundance of information supports this option as the central idea.

Part B

<b>Rationales</b>	
Incorrect – 1	The sentence describes an instance of stone skipping, but it does not have information that develops the central idea in Part A that stone skipping is a sport in which throws are judged. Readers selecting this option most likely selected option C in Part A. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a passage.
Incorrect – 2	The information that stone skipping is referred to as “skimming or playing ducks and drakes” in Great Britain does not support the central idea in Part A that stone skipping is a sport in which throws are judged. This option is giving name information based on location. Readers selecting this option most likely selected option A in Part A. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a story.
Correct – 3	The phrase “One of the biggest competitions” supports the central idea in Part A that stone skipping has become a sport that is judged. Readers can infer that an annual competition with judges who determine winners is based on a sport.
Incorrect – 4	The phrase “related sport in which small children are invited to chuck a stone into the water” implies that children take part in skipping contests, but this phrase is actually describing gerplunking, which is different from stone skipping. It only tangentially supports the central idea that stone skipping is a sport that has judges by stating that gerplunking is “a related sport.” It does not most clearly develop the central idea. Readers selecting this option most likely selected option B in Part A. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a story.

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**Item Information**

Item Code: TN0031700

Position No: 8

Grade Level: 5

Standard Code: 5.RI.KID.3

Passage Title 1: The Time-Honored Sport of  
StoneSkipping

Standard Text: Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

Correct Answer: A,C

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

**Part A**

Which sentence **best** describes the relationship between stone skipping and gerplunking?

- A.** Gerplunking is a less serious version of stone skipping.
- B.** Gerplunking requires as much skill as stone skipping.
- C.** Stone skipping developed from the sport of gerplunking.
- D.** Stone skipping is a version of gerplunking that is just for adults.

**Part B**

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

- A.** "A pond or lake with a rocky shore just begs for someone to pick up a stone and toss it into the water." (paragraph 1)
- B.** "This event is popular, but very difficult for the judges to score." (paragraph 6)
- C.** "Stone skipping is the main event." (paragraph 7)
- D.** "The amateurs throw whenever one of the judges is available to watch them." (paragraph 8)

Part A

<b>Rationales</b>	
Correct – 1	Paragraph 6 describes gerplunking as “a related sport” that “small children” participate in by chucking a stone into water, hoping to make “the most spectacular splash.” The paragraph also states that gerplunking is “very difficult for the judges to score,” implying that there are no clearly defined rules for scoring, unlike stone skipping. In addition, gerplunking is described very briefly, with few details compared to the description of stone skipping. This evidence in the text supports that gerplunking is a less serious version of stone skipping.
Incorrect – 2	In paragraph 6, the phrase “chuck a stone” implies a random throw. Additionally, readers can infer that someone who “hopes” to make a “spectacular splash” is throwing the stone in such a way that the outcome of the throw is imprecise and uncertain. These words imply that gerplunking does not require as much skill as stone skipping, whereas the skill needed for stone skipping is detailed in paragraph 10. Readers selecting this option most likely developed only a partial understanding of the differences between stone skipping and gerplunking in relation to each other. Students might profit from practice in returning to the text to find specific details to support a conclusion about differing ideas, events, or concepts.
Incorrect – 3	Paragraph 1 opens with a description of what could be inferred as gerplunking, and ends with a description of stone skipping. However, the names of these activities are not given. The earliest mention of gerplunking is in paragraph 6, in which the activity is described as “a related sport” to stone skipping. The passage does not state or imply that stone skipping developed from gerplunking. Readers selecting this option most likely failed to go back to the text for information that supports thinking. Students might profit from practice in returning to the text to find specific details to support a conclusion.
Incorrect – 4	Although paragraph 6 states that gerplunking is “a related sport” that small children participate in, the following paragraph makes it clear that stone skipping is not restricted to adults only. Paragraph 7 states that there are stone skipping divisions for twelve and under and over twelve. Readers can infer that children can also participate in stone skipping. Readers selecting this option most likely failed to make connections between pieces of information. Students might profit from practice in returning to the text to find specific details to support a conclusion about differing ideas, events, or concepts.

Part B

<b>Rationales</b>	
Incorrect – 1	This sentence from paragraph 1 describes an action that the author assumes most people would have done at a similar location. This act of throwing a stone into a pond or lake does not give any information on the relationship between stone skipping and gerplunking. Readers selecting this option most likely selected option C in Part A thinking that the description in paragraph 1 referred to gerplunking. Students might profit from practice in returning to the text to find specific details to support a conclusion.
Incorrect – 2	The popular event referenced in this sentence is gerplunking. The reason scoring is difficult is that a “spectacular splash” is subjective. Different judges will have different ideas about what makes a splash spectacular. Difficulty in scoring does not describe a relationship between stone skipping and gerplunking. Readers selecting this option most likely selected option B in Part A thinking that difficulty in scoring meant that gerplunking required at least as much skill as skipping. Students might profit from practice in returning to the text to find specific details to support a conclusion.
Correct – 3	The first sentence of paragraph 7 states that the main event in the competition is stone skipping. The words “main event” imply that there is another event that is not as important as stone skipping. The only other event in the competition is gerplunking. Based on this information, readers can infer that between gerplunking and stone skipping, gerplunking is considered the lesser version of stone skipping, which supports the option A as correct in Part A.
Incorrect – 4	In paragraph 7, the passage names the three divisions as “twelve and under, over twelve, and professional.” The following sentence states that “winners of the amateur divisions are invited to compete in the professional division.” Readers can infer that the amateurs referenced in the option can be children or adults. Readers selecting this option most likely selected option D in Part A thinking that amateurs are adults only. Students might profit from practice in returning to the text to find specific details to support a conclusion.

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**Item Information**

Item Code: TN0031702

Position No: 9

Grade Level: 5

Standard Code: 5.RI.IK1.8

Passage Title 1: The Time-Honored Sport of  
Stone Skipping

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

Correct Answer: B

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How does the author **most** clearly support the point that stone skipping is a competitive sport?

- A.** by explaining the differences in the kinds of skips
- B.** by describing the Mackinac Island contest in detail
- C.** by focusing on how Russ “Rock Bottom” Byars prepares for an event
- D.** by showing that stone skipping has been done in many places and times

<b>Rationales</b>	
Incorrect – 1	Although the phrase “sport of stone skipping” is used in the first sentence of paragraph 5, the types of skips could happen during any occurrence of stone skipping, not only during a competition. People familiar with the types of skips could also skip stones for leisure. The explanation of the differences in the kinds of skips does not support that stone skipping is a competitive sport. Readers selecting this option most likely developed only a partial understanding of the key concept. Practice in making connections between parts of texts and identifying how those parts relate to a whole may benefit students.
Correct – 2	The first sentence of paragraph 6 explicitly supports the point that stone skipping is a competitive sport. The phrase “one of the biggest competitions” in reference to the event on Mackinac Island leads into the detailed description of the event. This description spans several paragraphs and explains different facets of the competition, including gerplunking and the different levels of competition.
Incorrect – 3	The passage does not explicitly explain how Russ “Rock Bottom” Byars prepares for competition. Paragraph 10 notes what he thinks are important elements for stone skipping. Paragraph 11 continues with information about the shape of the stone and whether competition stones should come from the local area or if they could be brought in from other areas by the competitor. The paragraph gives additional information about Byars by stating that he brings his own stones and shares them with other competitors, but this is not preparation for a competitive sport. Readers selecting this option most likely misunderstood how a section of text fits into the whole. Returning to the text to make connections on how parts relate to a whole may benefit students.
Incorrect – 4	The information in paragraph 2 gives the different names for stone skipping in different places in the world, but this information does not support that stone skipping is a competitive sport, only that stone skipping is done all over the world. Similarly, paragraph 3 references two time periods when people have skipped stones, but the fact that people have skipped stones in different time periods does not support skipping as a competitive sport. Readers selecting this option most likely misunderstood how a section of text fits into the whole. Practice in making connections to understand how parts relate to a whole may benefit students.

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**Item Information**

Item Code: TN0031705

Position No: 10

Grade Level: 5

Standard Code: 5.RI.IKl.8

Passage Title 1: The Time-Honored Sport of  
StoneSkipping

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

Correct Answer: D

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What evidence in the article **best** explains the success of the Mackinac Island contest?

- A.** The contest is split into divisions by age.
- B.** A year's supply of fudge is offered as a prize.
- C.** The judges carefully judge each throw by a skipper.
- D.** World records continue to be broken at the contest.

<b>Rationales</b>	
Incorrect – 1	Most contests do have age group or skill divisions; however, the three divisions listed in paragraph 7 do not provide evidence that explains the success of the Mackinac Island contest. The divisions are “twelve and under, over twelve, and professional.” Readers can infer that the divisions are to make the contest fairer and give younger ages the opportunity to proceed to the professional division. Readers selecting this option most likely unsuccessfully weighed the value of pieces of supporting evidence. These students may benefit from practice returning to a text to find specific evidence to support their inferences.
Incorrect – 2	The grand prize of a year’s supply of fudge does not provide evidence that explains the success of the Mackinac Island contest. Most contests provide prizes that have a monetary value, but according to paragraph 7, the organizers of the Mackinac Island contest would rather direct the money raised from entry fees and T-shirt sales to local charities. Readers selecting 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 locate specific information to support their inferences.
Incorrect – 3	Judges judge each throw carefully in order to judge fairly, but this is not evidence of the success of the contest. Paragraph 8 tells the reader that amateurs wait to throw “whenever one of the judges is available to watch them” and that the “professionals throw one at a time with all of the judges. . . watching carefully to make sure that the scores are accurate.” This text supports fairness, not success. Readers selecting this option most likely unsuccessfully weighed the value of pieces of supporting evidence. Students may benefit from practice comparing various details to understand which are most and least important in supporting an inference.
Correct – 4	Evidence that explains the success of the Mackinac Island contest is that world records continue to be broken. These attempts are events in which cameras are set up to capture and verify the number of skips. Paragraph 12 details the world records that were made at the Mackinac Island contest: 40 skips in 2002, 51 in 2007, and 65 skips in 2014. The highest number mentioned in the article is 88. Readers can infer that these numbers will continue to increase as people become more skilled at skipping and as the event maintains or grows in popularity.

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**Item Information**

Item Code: TN0031696

Position No: 11

Grade Level: 5

Standard Code: 5.RI.CS.4

Passage Title 1: The Time-Honored Sport  
of StoneSkipping

Standard Text: Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

Correct Answer: C,B

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

**Part A**

What does the word verified mean as it is used in paragraph 12?

- A.** repeated
- B.** admired
- C.** confirmed
- D.** studied

**Part B**

Which phrase from paragraph 12 **best** helps the reader to determine the correct answer in Part A?

- A.** attempting to set
- B.** several cameras are set up
- C.** skipped a rock forty times
- D.** reclaimed the record

Part A

<b>Rationales</b>	
Incorrect – 1	While the word “repeated” appears to be a grammatical fit when substituted for “verified” in paragraph 12, it does not make sense in context. Skips would be able to be repeated because they were recorded on cameras, but viewing each skip repeatedly does not help when a new record is being attempted. Readers selecting this option most likely failed to use context clues to infer the meaning of the vocabulary word. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Incorrect – 2	The word “admired” appears to be a grammatical fit when substituted in paragraph 12, but it does not make sense in context. While people can admire each skip recorded on the cameras, admiration does not help a skipper when attempting to set a new record. Readers selecting this option most likely failed to use context clues to infer the meaning of the vocabulary word. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Correct – 3	The word “confirmed” is a grammatical fit when substituted in paragraph 12, and it makes sense in context. Skips would be able to be counted carefully and confirmed because they were recorded on cameras, which is helpful when a new record is being attempted.
Incorrect – 4	The word “studied” appears to be a grammatical fit when substituted in paragraph 12, but it does not make sense in context. While people can study each skip recorded on the cameras, studying the skip does not help a skipper when attempting to set a new record. Readers selecting this option most likely failed to use context clues to infer the meaning of the vocabulary word. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.

Part B

<b>Rationales</b>	
Incorrect – 1	The phrase “attempting to set” refers to trying for a new world record, not verifying the number of skips. Option A does not help the reader determine the correct answer in part A. Readers selecting this option most likely selected option B or D in Part A thinking that attempting to set a record is something to be admired or studied. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Correct – 2	In paragraph 12, the text states that “cameras are set up” to record the attempt at setting a new record “so that each skip can be verified.” Option B helps the reader determine the correct answer in part A because readers can infer that the judges will use the evidence captured by the cameras to carefully count the number of skips for confirmation.
Incorrect – 3	The phrase “skipped a rock forty times” refers to the record Kurt “Mountain Man” Steiner set in 2002; it does not refer to verifying/confirming each skip. Option C does not help the reader determine the correct answer in part A. Readers selecting this option most likely selected option A or B in Part A thinking that skipping a rock forty times is a repeated action or is to be admired. Readers also most likely did not return to the text for information that supports thinking. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Incorrect – 4	The phrase “reclaimed the record” refers to Kurt “Mountain Man” Steiner when he took the record away from Max “Batman” Steiner after 2014; it does not refer to verifying/confirming each skip. Option D does not help the reader determine the correct answer in part A. Readers selecting this option most likely selected option B in Part A thinking that skipping reclaiming a record is something admirable. Readers also most likely did not return to the text for information that supports thinking. 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: TN0031701

Position No: 12

Grade Level: 5

Standard Code: 5.FL.VA.7b

Passage Title 1: The Time-Honored Sport  
of StoneSkipping

Standard Text: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Correct Answer: C

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The passage introduces the words plink, plonk, and gerplunk. What is the relationship between these words?

- A.** They are words from other languages.
- B.** They are words invented by children.
- C.** They are words based on the noises that splashes make.
- D.** They are words that come from competitor names.

<b>Rationales</b>	
Incorrect – 1	Paragraph 2 is about what stone skipping is called in other countries. Two of the words are from other languages: “ricochet” from French and “pech blini” from Russian. Readers might incorrectly infer that “plink,” “plonk,” and “gerplunk” are also from other languages because all of these words are italicized in the text. However, paragraphs 5 and 6, where readers are introduced to “plink,” “plonk,” and “gerplunk,” do not reference any country as the origin of the three words. Readers selecting this option most likely used personal experience or facts unrelated to the text and failed to go back to the text for information that supports thinking. Explicit practice in locating words or phrases that support meaning of words that may be new to students may be beneficial.
Incorrect – 2	“Gerplunk” is first mentioned in paragraph 6, which also mentions that the sport of gerplunking is for children. Readers might have inferred that because the game is for children, they might have invented a name for the game, but this idea is incorrect. Paragraph 6 does not state or imply that the word was invented by children, and paragraph 5, with the words “plink” and “plonk,” does not refer to children at all. Readers selecting this option most likely failed to go back to the text for information that supports thinking. Explicit practice in locating words or phrases that support meaning may benefit these students.
Correct – 3	Based on the words “the most spectacular splash” in paragraph 6, readers can infer that the word “gerplunk” is based on the noise the splash makes when a stone is thrown in the water. Based on this inference, readers can extend their thinking to infer that “plink” and “plonk” from paragraph 5 are words that are also based on noises that splashes make.
Incorrect – 4	Paragraphs 5 and 6 contain the words “plink,” “plonk,” and “gerplunk,” but these paragraphs do not contain any information about competitors or their names. Competition names are not mentioned in the passage until paragraph 9, and the three words are not referenced in the paragraph. Readers selecting this option most likely focused on the wrong portion of text and did not go back to the text to confirm information that supports thinking. Explicit practice in locating words or phrases that support meaning may benefit these students.

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**Item Information**

Item Code: TN0031693

Position No: 13

Grade Level: 5

Standard Code: 5.RI.KID.2

Passage Title 1: The Time-Honored Sport  
of StoneSkipping

Standard Text: Determine the central idea of a text and explain how it is supported by key details;  
summarize the text.

Correct Answer: A,D

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Which **two** statements, when combined, provide the **best** summary of the passage?

- A.** Stone skipping is something that interests a wide variety of people.
- B.** There is more than one way to score a stone skipping event.
- C.** Different types of skips have been given different names.
- D.** People take part in contests that determine the best skippers.
- E.** Choosing the right stone to skip is important.

<b>Rationales</b>	
Correct – 1	The passage provides support that stone skipping is an activity that interests a variety of people. Paragraph 2 gives the words stone skipping is known as in different places in the world, while paragraph 3 give examples of stone skippers from the past. Paragraphs 6 and 7 tell the readers about the two games and divisions for participants. These paragraphs offer support that this statement would help to provide the best summary of the passage.
Incorrect – 2	Information about ways to score a stone skipping event is restricted to paragraph 4, which gives two examples on how to score stone skipping. Although there is more than one way to skip a stone, option B offers a detail about stone skipping rather than a generalization based on the entire passage that would help to provide the best summary. Readers selecting this option most likely focused on a detail of lesser importance when summarizing a portion of text. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a story.
Incorrect – 3	Information about the different types of skips and their names is restricted to paragraph 5. While there are five names listed in paragraph 5, option C offers a detail about stone skipping rather than a generalization based on the entire passage that would help to provide the best summary. Readers selecting this option most likely focused on a detail of lesser importance when summarizing a portion of text. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a story.
Correct – 4	The passage provides support that people take part in contests that determine the best skippers. Paragraph 4 gives two ways that skipping is scored: “people compete for the furthest distance they can skip a stone” and “the number of skips.” Paragraph 6 introduces details to “One of the biggest competitions” held by the Mackinac Island Stone Skipping and Gerplunking Club. In addition to this contest, paragraph 12 tells about people who compete for world record skips. These paragraphs offer support that this statement would help to provide the best summary of the passage.
Incorrect – 5	In paragraph 11 the explanation about the right stone for skipping is important for knowing how to choose a stone, but this information is a detail restricted to two sentences within the paragraph. Based on this limited information, option E does not help to provide the best summary of the passage. Readers selecting this option most likely focused on a detail of lesser importance when summarizing a portion of text. These students may benefit from returning to the text to identify key events that contributed to the overall theme or central idea of a story.

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**Item Information**

Item Code: TN0031704

Position No: 14

Grade Level: 5

Standard Code: 5.RI.IK1.8

Passage Title 1: The Time-Honored Sport  
of StoneSkipping

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

Correct Answer: B

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The title of the passage states that stone skipping is a “time-honored” sport.

Which paragraph provides the strongest evidence to support this idea?

- A.** paragraph 2
- B.** paragraph 3
- C.** paragraph 4
- D.** paragraph 5

<b>Rationales</b>	
Incorrect – 1	Paragraph 2 tells readers what stone skipping is called in other countries. This option is incorrect because readers can infer that this paragraph is about the places in the world where people skip stones. The paragraph does not mention any period of time that would prove that stone skipping is a “time-honored” sport. Readers selecting this option most likely focused on the wrong portion of text and did not return to the text for information that supports thinking. Students may benefit from practice skimming and scanning within a text to locate specific supporting information.
Correct – 2	Paragraph 3 provides the strongest evidence that stone skipping is a “time-honored” sport. The phrase “time-honored” implies that stone skipping has been played for many years. Paragraph 3 describes two instances in the past related to stone skipping. The first is by Marcus Minucius Felix, who “wrote in AD 200 of watching boys skip shells on the water.” The second instance tells of George Washington “skipping a piece of slate the size of a silver dollar across the Rappahannock River.” The span of time between the examples of Felix and Washington is long enough that readers can infer that the phrase “time-honored” applies to the activity.
Incorrect – 3	Paragraph 4 introduces the idea of stone skipping changing from a game to a sport. The paragraph tells the reader that there are different ways to score stone skipping and gives two examples. Paragraph 4 does not mention any period of time that would prove that stone skipping is a “time-honored” sport, only that stone skipping is now a sport. Readers selecting this option most likely focused on the word “sport” and did not return to the text for information that supports thinking. Students may benefit from practice skimming and scanning within a text to locate specific supporting information.
Incorrect – 4	Paragraph 5 tells the reader about the vocabulary that is unique to stone skipping, such as a run, a plink, and pitty-pats. Paragraph 5 does not mention any period of time that would provide evidence that stone skipping is a “time-honored” sport; it only gives information about words particular to the sport of stone skipping. Readers selecting this option most likely focused on the word “sport” and did not return to the text for information that supports thinking. Students may benefit from practice skimming and scanning within a text to locate specific supporting information.

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

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### Passage Information

Passage Code: TN091745

Passage Title: Why Do Octopuses Remind Us So  
Much of Ourselves?

Grade Level: 5

Lexile Level: 800

Flesch-Kincaid: 5.3

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Read the passages and answer the questions that follow. Then write a response to the writing prompt.

### Passage 1

## Excerpt from “Why Do Octopuses Remind Us So Much of Ourselves?”

by Olivia Judson

- 1        You’re sitting on the seabed, just off the coast of the Indonesian island of Lembeh. You’re not deep — 20 feet or so — and there’s plenty of light. As you’d expect in such a tropical place, the water is warm. All around, you see ripples of fine gray-black sand, covered, in places, with a kind of greenish scum. As you explore, you notice a conch shell. Stoutly made, it has six heavy spikes coming off it. Perhaps the maker is within. Or perhaps the maker is long dead, and the shell now belongs to a hermit crab. Curious, you flip it over. A row of suckers. A pair of eyes.
- 2        An octopus. In particular, *Amphioctopus marginatus*, also known as the coconut octopus. Its common name comes from its habit of hiding in discarded coconut shells (sometimes it even picks them up and carries them about, for use as an emergency shelter). But in fact, any big shell will do — such as a conch.
- 3        With a few of its suckers, this octopus is holding two halves of a clamshell. As you watch, it drops them and hoists itself up a little. It gives the impression of evaluating the situation. You make like a statue. After a moment, the octopus climbs out of the shell. Its body is the size of your thumb, its arms perhaps three times that. As it moves onto the sand, it turns a matching shade of dark gray. Is it leaving? No. It snakes several of its arms over the sand, and the rest over the shell. With a single heave, it flips the shell back over and flows inside.

Olivia Judson. Excerpt from “Why Do Octopuses Remind Us So Much of Ourselves?” National Geographic.com. National Geographic Society, n.d. November 2016.

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**Passage Information**

Passage Code: TN261743

Passage Title: Inky's Daring Escape Shows How  
Smart Octopuses Are

Grade Level: 5

Lexile Level: 1200 Flesch-Kincaid: 11.7

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## Passage 2

### Excerpt from "Inky's Daring Escape Shows How Smart Octopuses Are"

by Wajeeha Malik

- 4 An octopus at New Zealand's National Aquarium made a break for freedom by slipping out of its tank, slithering down a drainpipe and escaping into the ocean earlier this year.
- 5 Inky, a male common New Zealand octopus, escaped his enclosure through a small opening. He slid across the floor during the night and squeezed his body through a narrow pipe leading to open waters.
- 6 Yarrell and his team noticed Inky's disappearance three months ago, and were able to figure out where their charge had disappeared overnight by following the wet trail he left behind. Inky had managed to move the lid to his enclosure, which he shared with another octopus. . . .
- 7 Although not fully grown, Inky had reached adult size, says Yarrell. Inky's story has been trending worldwide since his escape became public knowledge, which surprised staff at the Aquarium.
- 8 "We did not expect that much interest at all from around the world; we thought it was just a story for the locals, but it has received a lot of attention," says Yarrell.
- 9 Inky had been donated to the National Aquarium in Napier in 2014 by fishermen who caught him on Pania Reef. He came in quite battle-worn and scarred from fighting fish. He quickly became a favorite with staff because of his engaging and curious nature.
- 10 "I don't think he was unhappy with us, or lonely, as octopus are solitary creatures," Yarrell said in a press release. "But he is such a curious boy. He would want to know what's happening on the outside. That's just his personality."

Wajeeha Malik. Excerpt from "Inky's Daring Escape Shows How Smart Octopuses Are." National-geographic.com. National Geographic Society, n.d. April 14, 2016.

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**Item Information**

Item Code: TN145393

Position No: 15

Grade Level: 5

Standard Code: 5.RI.CS.4

Passage Title 1: Why Do Octopuses  
Remind Us So Much of Ourselves?Passage Title 2: Inky's Daring Escape Shows How  
Smart Octopuses Are

Standard Text: Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

Correct Answer: B

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What is the meaning of the word impression as it is used in paragraph 3 of the excerpt from "Why Do Octopuses Remind Us So Much of Ourselves"?

- A.** mistake
- B.** appearance
- C.** result
- D.** enjoyment

<b>Rationales</b>	
Incorrect – 1	The word “mistake” is not supported by details in the text. The octopus lifts itself up and looks to see if there is any danger so it can “climb(s) out of the shell.” An octopus is not making a mistake by looking to see if it is safe to get out of its shell. Readers most likely selected this option because they 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 – 2	The context in the paragraph supports the correct answer. The octopus is trying to see if there is danger outside of the shell it is living in. The fact that the octopus “hoists itself up a little” and is “evaluating the situation” demonstrates the appearance of looking for danger outside of the shell.
Incorrect – 3	The writer is narrating the actions and behaviors of the octopus. Although the octopus appears to be evaluating the situation, it is not correct to conclude that evaluation of the situation was absolutely the result of this behavior. In order to state that evaluation was the result of the behaviors, one would have to understand what the octopus was thinking. Readers most likely selected this option because they 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 – 4	The word “enjoyment” shows that an octopus has feelings, which is not established in this passage. In addition, the octopus is looking out for dangers nearby and if it is safe to come out of its shell. The word “enjoyment” does not fit in this context. Readers most likely selected this option because they 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: TN795396

Position No: 16

Grade Level: 5

Standard Code: 5.RI.IK1.9

Passage Title 1: Why Do Octopuses  
Remind Us So Much of Ourselves?Passage Title 2: Inky's Daring Escape Shows How  
Smart Octopuses Are

Standard Text: Integrate information from two or more texts on the same topic in order to build content knowledge.

Correct Answer: C

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Based on information in **both** passages, what characteristic **best** describes octopuses?

- A.** desire for large shells
- B.** love of humans
- C.** cleverness
- D.** cautiousness

<b>Rationales</b>	
Incorrect – 1	Although passage 1 discusses how an octopus uses shells to hide in, passage 2 is an account of an octopus that escaped an aquarium through a pipe. There is no mention of the octopus in passage 2 wanting a large shell. Readers most likely selected this option because they failed to link common ideas across texts. Students may profit from practice returning to a text to verify details to support conclusions.
Incorrect – 2	Passage 2 mentions that Inky was a favorite animal of the employees at the aquarium, and the public became very interested in the octopus. However, the text does not mention that the octopus loves people. Passage 1 includes information about only one interaction between an octopus and a person, and none of the details imply any emotional reaction in the octopus. In addition, neither passage shows that octopuses can show love. Readers most likely selected this option because they failed to go back to the text for information that supports thinking. Students may profit from practice returning to a text to verify details to support conclusions.
Correct – 3	Both passages show how octopuses are clever in different ways. Passage 1 discusses how the coconut octopus hides underneath coconut shells and uses camouflage to hide from predators. Passage 2 shows how a particular octopus (Inky) escaped from his tank at New Zealand's National Aquarium and found a drainpipe to squeeze into in order to free himself into the ocean. The details of octopuses in both passages show how they are clever animals.
Incorrect – 4	Passage 1 shows how a coconut octopus uses its surroundings in unusual ways as protection. The octopus is cautious in these circumstances in order to stay safe. Conversely, passage 2 shows a particular octopus using its ingenuity to escape from a tank and find its way into the ocean. Only one passage has the characteristic of cautiousness. Readers most likely selected this option because they failed to link common ideas across texts or identify differences between texts. Students may profit from practice returning to a text to verify details to support conclusions about the connections or differences between texts.

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**Item Information**

Item Code: TN835462

Position No: 17

Grade Level: 5

Standard Code: 5.W.TTP.2

Passage Title 1: Why Do Octopuses  
Remind Us So Much of Ourselves?

Passage Title 2: Inky's Daring Escape Shows How  
Smart Octopuses Are

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 two passages about octopuses. Write an informational essay about the kinds of intelligence octopuses have, using information from **both** passages.

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

Be sure to

- use information from **both** passages.
- avoid over-relying on one passage.

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

## 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>

2	<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>
1	<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. Evidence is inaccurate or repetitive.</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>

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

<sup>2</sup> Evidence includes facts, definitions, concrete details, quotations, or other information as appropriate to the task and stimuli.

<sup>3</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>4</sup> 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](#)

## Contact Information

**Casey Haugner-Wrenn | Assistant Commissioner, Assessment**

(615) 290-2864

[Casey.Haugner@tn.gov](mailto:Casey.Haugner@tn.gov)

**Clay Sanders | Director of Assessment Development**

(615) 308-9298

[Christopher.C.Sanders@tn.gov](mailto:Christopher.C.Sanders@tn.gov)

**Denette Kolbe | Sr. Director Assessment Logistics**

(615) 330-3741

[Denette.Kolbe@tn.gov](mailto:Denette.Kolbe@tn.gov)

**Eric Wulff | Director of Formative Assessment**

[Eric.Wulff@tn.gov](mailto:Eric.Wulff@tn.gov)

**Sandy Qualls | ELA Assessment Manager**

(615) 232-4375

[Sandy.Qualls@tn.gov](mailto:Sandy.Qualls@tn.gov)

**Banks Lyons | ELA Coordinator**

(615) 927-1556

[Banks.Lyons@tn.gov](mailto:Banks.Lyons@tn.gov)

**Phuong Nguyen | ELA Coordinator**

(615) 961-9882

[Phuong.Nguyen@tn.gov](mailto:Phuong.Nguyen@tn.gov)