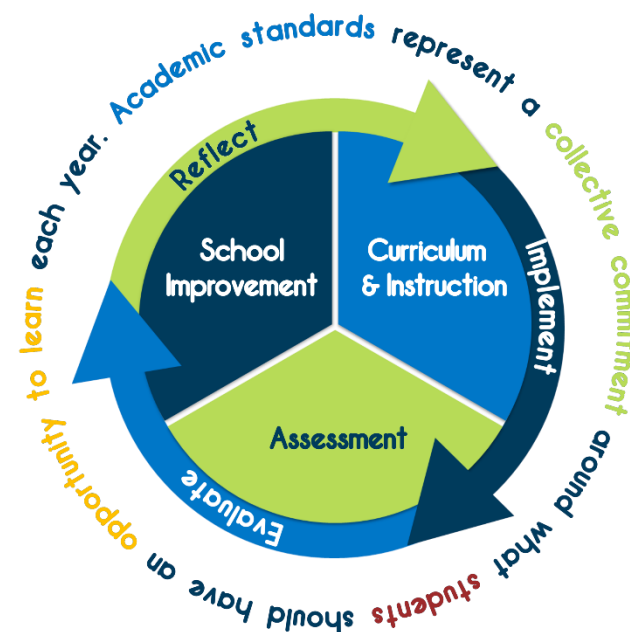


Samples to Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Grade 4 – Claim 1: Reading Literary Text

1st Text – P. 5-6

English Language Arts/Literacy
Grade 4

Today you will read the story "The Peacock" and listen to an audio recording. As you read and listen to these selections, you will gather information and answer questions about the two different versions of the story as you see them in response.

Read the story "The Peacock." Then answer the questions.

The Peacock
By Anoop

1. The Peacock, that bird, did not sit at the base of the beautiful fountain in which he now takes so much pride. There, his favorite to see, gathered his new day when he begged her for a basin of water to distinguish him from the other birds. They, indeed, in his beauty, appearing, with emerald, gold, purple, and white, he strode proudly around the lake. As repeated her with every. Ever the most beautiful creature ever had he found was surprised.

2. Presumably the Peacock saw an Eagle soaring high in the blue sky and felt a desire to fly, as he had been accustomed to do, lifting his wings he tried to rise from the ground. But the weight of his magnificent tail held him down. Instead of rising up to meet the first rays of the morning sun or to

CD ON

Multiple items on the Illinois Assessment of Readiness (IAR) are linked to a set of texts to read, often accompanied by images or multimedia. The sample [item set](#) has two sections from a literary text and a writing task. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B. The set also has an item in which students correctly match setting details into a table where partial credit is possible.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items and items such as the matching table in this sample. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B and complete the matching table with one correct interaction to receive partial credit. **Below proficient** students may inaccurately respond to Part A and Part B, as well as the matching table.

2nd Text (Multimedia)
– P. 9

English Language Arts/Literacy
Grade 4

Listen to the audio recording of the story *Juno and the Peacock*. Then listen to the audio recording of the story *Juno and the Peacock*. Then answer the questions.

Juno and the Peacock
By Anoop

"Juno and the Peacock" from "THE GREAT GIBBERISH TALKS," www.dreamstime.com.

CD ON

This sample item set also contains a Literary Analysis writing task comparing two texts. Student responses are graded according to page 3 of the [Literary Analysis Rubric](#). Literary writing tasks often contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

Writing Task – P. 17

English Language Arts/Literacy
Grade 4

7. You have read "The Peacock" and have listened to *Juno and the Peacock*. Write an essay that compares and contrasts the two different versions. Be sure to include details from **both** versions in your essay.

Two-part Multiple-choice Pgs. 7-18	Matching Table P. 11	Answer Key P. 3	Answer Key P. 4	Written Response Scoring Rubric P. 3

Grade 4 – Claim 2: Reading Informational Text

1st Text P. 4-6

English Language Arts/Literacy

Today you will research different kinds of houses. You will read a passage from "Grandpa's Hobbit House." Then you will read a passage from "Tiny-Bitty Houses: No Need to Fear the Big, Bad Wolf!" and the article "Tiny-Bitty Houses." As you review these sources, you will gather information and answer questions about different kinds of houses as you can write an essay.

Read the passage from "Grandpa's Hobbit House." Then answer the questions.

from "Grandpa's Hobbit House"
by Henry Reichgraber

1 My adventure in homebuilding began about four years ago, when I had had to make some changes in my life as we moved with Mother Earth. The one thing I missed was a 17-acre backyard near Flory, Minn., so I went out to the land and got on the grid. As I hit the grid south below me and stood at the super-sky above, I began to imagine building, not just a house, but a home.

AN EARTH-FRIENDLY HOME

My idea of a homebuilding started with building a simple home out of native materials. I wanted an earth-mimicking living structure, and my mission was to build it around, not on, the ground. So the energy could flow around it. I did not want any electricity or plumbing. I had more of a sense when we harvested the materials, and building, never made much sense to my way of thinking. I think outsiders are very confused because they don't realize or touch water.

I began the two-year project of creating a home by turning a circle of red cedar posts set upright in the ground. First, I raised the roof by using logs woven around factors from a cedar pole to the posts. I cut rough-hewn oak beams for the rafters. Then I cut the floor joists. I cut No. 30 hot paper and two layers of 6 mil black plastic. I cut blocks of soil—hunks of earth, with grass, weed roots and all—

GO ON

Here we provide [an informational text sample item set](#). The set contains a set of informational texts to read along with several multiple-choice items. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each informational text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately or inconsistently respond to either Part A or Part B.

The item set also contains a Research Simulation writing task. Student responses are graded according to page 3 of the [Research Simulation Task Rubric](#). All Research Simulation writing tasks contribute to a student's **Reading Comprehension** score in addition to their **Writing score**. Student writing samples and annotations are found in the Written Expression Claim section in this document.

2nd Text P. 10-11

English Language Arts/Literacy

Read the article "A Sweet Memory: A True Story of a Guide Dog Graduation." Then answer the questions.

A Sweet Memory: A True Story of a Guide Dog Graduation
by Sarah K. Foster

1 For the longest time, I had wanted a dog of my own even though I could do anything. My parents always said I was too young to have a dog. But when I was 10, I got a dog named Fido. I loved him so much that I wanted to have a dog of my own. I started saving money every week. I had a goal of having a dog of my own. I had a goal of having a dog of my own. I had a goal of having a dog of my own.

2 For a while, I did everything for Fido. I bathed him, fed him, took him to the vet, and everything else that a dog owner would do. I had a goal of having a dog of my own. I had a goal of having a dog of my own. I had a goal of having a dog of my own.

3 On September 10, 2009, I went to the Guide Dog Center for the first time. I was there to see a dog of my own. I had a goal of having a dog of my own. I had a goal of having a dog of my own. I had a goal of having a dog of my own.

4 Four months later, Fido graduated as a guide dog. I was so proud of him. I had a goal of having a dog of my own. I had a goal of having a dog of my own. I had a goal of having a dog of my own.

5 This is the story of Fido's graduation.

6 It was Saturday, January 10, 2010, and I was with my family at the Guide Dog Center for the first time. I was there to see a dog of my own. I had a goal of having a dog of my own. I had a goal of having a dog of my own.

7 I was excited and nervous at the same time. I hadn't seen Fido for four months. I was excited and nervous at the same time. I hadn't seen Fido for four months. I was excited and nervous at the same time. I hadn't seen Fido for four months.

8 When he came and took a walk, a staff member asked him the name and age. "It's everybody, I'm Fido!" I said you're all excited about seeing your dog again. It's not like you're to be happy when you see him. "Did you get all looked around and then said, 'Fido?' Then, let's go!"

9 Once everybody was seated in the arena, the staff started bringing out the guide dogs and their partners.

10 It was a pretty good event because my group was large. I could hear everything and cry as they see their dogs again. But when we had Fido.

11 After waiting for my number, I saw someone leading a dog on the other side of the wall. Then, I saw him. He was very much the same as a beautiful golden retriever, with his black hat, long nose, and around the same neck as his partner.

12 When Fido saw me he walked at me and looked at my leg. He wouldn't stop sniffing. He was so happy to see me again. I looked at his beautiful golden nose. I was so excited. I had waited so long for this day.

GO ON

3rd Text P. 14

English Language Arts/Literacy

Read the article "Tiny-Bitty Houses." Then answer the questions.

Tiny-Bitty Houses
by Dan Olin

1 Microscopic about the size of a postage stamp, many Americans are embracing the idea that a bigger home is not always better. Concerns about carbon footprints and energy costs mean that where Millennials once sprouted, a small-house movement has taken root. Just ask Brad Klein, who runs Tiny House Living, a company specializing in very small dwellings—the largest has a 12-by-28-foot floor plan—constructed almost entirely from salvaged wood. In 2007, Klein built four homes. This year he built ten. And he plans to start leading tiny-house building seminars. "I can't build enough to keep up with demand," he says.

2 Kittle is not alone when it comes to diminutive home design. The biopigment houses with tales of individuals living in micro-structures of less than 100 square feet.

3 Of course, not everybody wants to downsize so radically. That's one reason architect Sarah Susanna advocates that people let their expectations according to comfort, not sacrifice. A small living guru, Susanna is author of The Not So Big House (Chronos, 1996), recently updated for its tenth anniversary. "Each household is different," she says. "Basically, the ideal house is a third smaller than what people think they need. I tell them, if you live with less space, you get a lot more living for your buck."

4 That message resonates. Gopal Ahluwalia, vice president of research at the National Association of Home Builders in Washington, D.C., believes that between the mortgage meltdown and the green building boom, the door is opening on crazy little houses. "We're seeing a trend toward downsizing," he says. "I don't think the size will go up any more."

GO ON

Two-part Multiple-choice Pgs. 6-19	Writing Task P. 11	Answer Key P. 3	Written Response Scoring Rubric P. 3																																																			
<p>English Language Arts/Literacy</p> <p>1. Part A What is the meaning of indulgently as it is used in paragraph 7?</p> <p>A. sadly B. kindly C. angrily D. happily</p> <p>Part B Which idea in the story supports the answer to Part A?</p> <p>A. Lars is concerned that Fido is fat. B. Lars is eager to give Fido fish to eat. C. Lars is surprised that Fido grows all hair. D. Lars is glad to receive Fido from the deep creek.</p> <p style="text-align: right;">GO ON</p>	<p>English Language Arts/Literacy</p> <p>8206</p> <p>9. Small houses are discussed in the passage from "Grandpa's Hobbit House" and the article "Tiny-Bitty Houses." Write an essay that describes the key benefits of these types of houses. Be sure to include examples from both texts to support your ideas.</p>	<p>English Language Arts/Literacy</p> <p>Release These Answer and Alignment Document ELA/Literacy: Grade 4</p> <table border="1"> <thead> <tr> <th>Item Code</th> <th>Answer(s)</th> <th>Standard/Performance Alignment</th> </tr> </thead> <tbody> <tr> <td>R1342</td> <td>Item Type: EBN Part A: C Part B: C</td> <td>RI.2.3 RI.4.1 L.4.2</td> </tr> <tr> <td>R1343</td> <td>Item Type: EBN Part A: B Part B: D</td> <td>RI.2.1 RI.3.1 RI.4.1</td> </tr> <tr> <td>R1344</td> <td>Item Type: EBN Part A: B Part B: D</td> <td>RI.2.1 RI.4.1 L.4.2</td> </tr> <tr> <td>R1348</td> <td>Item Type: EBN Part A: D Part B: A</td> <td>RI.2.1 RI.4.1 L.4.2</td> </tr> <tr> <td>R1350</td> <td>Item Type: EBN Part A: D Part B: A</td> <td>RI.2.1 RI.4.1 L.4.2</td> </tr> <tr> <td>R1351</td> <td>Item Type: EBN Part A: D Part B: A</td> <td>RI.2.1 RI.4.1 L.4.2</td> </tr> <tr> <td>R1353</td> <td>Item Type: EBN Part A: D Part B: A</td> <td>RI.2.1 RI.4.1 L.4.2</td> </tr> <tr> <td>R1354</td> <td>Item Type: EBN Part A: C Part B: C</td> <td>RI.2.3 RI.4.1</td> </tr> <tr> <td>R1356</td> <td>Item Type: PCR Rubric to Grade 4 Scoring Rubric</td> <td>RI.2.1 RI.3.1 RI.4.1</td> </tr> <tr> <td>R1357</td> <td>Item Type: EBN (additional item) Part A: B Part B: A</td> <td>RI.2.1 RI.4.1</td> </tr> </tbody> </table>	Item Code	Answer(s)	Standard/Performance Alignment	R1342	Item Type: EBN Part A: C Part B: C	RI.2.3 RI.4.1 L.4.2	R1343	Item Type: EBN Part A: B Part B: D	RI.2.1 RI.3.1 RI.4.1	R1344	Item Type: EBN Part A: B Part B: D	RI.2.1 RI.4.1 L.4.2	R1348	Item Type: EBN Part A: D Part B: A	RI.2.1 RI.4.1 L.4.2	R1350	Item Type: EBN Part A: D Part B: A	RI.2.1 RI.4.1 L.4.2	R1351	Item Type: EBN Part A: D Part B: A	RI.2.1 RI.4.1 L.4.2	R1353	Item Type: EBN Part A: D Part B: A	RI.2.1 RI.4.1 L.4.2	R1354	Item Type: EBN Part A: C Part B: C	RI.2.3 RI.4.1	R1356	Item Type: PCR Rubric to Grade 4 Scoring Rubric	RI.2.1 RI.3.1 RI.4.1	R1357	Item Type: EBN (additional item) Part A: B Part B: A	RI.2.1 RI.4.1	<p>ILLINOIS</p> <p>GRADE 4 Scoring Rubric for Praxis Construction/Response Task Research Simulation Task (RST) and Writing Analysis Task (WAT)</p> <table border="1"> <thead> <tr> <th>Dimension</th> <th>Score Point 0</th> <th>Score Point 1</th> <th>Score Point 2</th> <th>Score Point 3</th> <th>Score Point 4</th> </tr> </thead> <tbody> <tr> <td>Reading Comprehension and Writing</td> <td>... (description of Score Point 0)</td> <td>... (description of Score Point 1)</td> <td>... (description of Score Point 2)</td> <td>... (description of Score Point 3)</td> <td>... (description of Score Point 4)</td> </tr> <tr> <td>Knowledge of Language and Conventions</td> <td>... (description of Score Point 0)</td> <td>... (description of Score Point 1)</td> <td>... (description of Score Point 2)</td> <td>... (description of Score Point 3)</td> <td>... (description of Score Point 4)</td> </tr> </tbody> </table>	Dimension	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4	Reading Comprehension and Writing	... (description of Score Point 0)	... (description of Score Point 1)	... (description of Score Point 2)	... (description of Score Point 3)	... (description of Score Point 4)	Knowledge of Language and Conventions	... (description of Score Point 0)	... (description of Score Point 1)	... (description of Score Point 2)	... (description of Score Point 3)	... (description of Score Point 4)
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Grade 4 – Claim 3: Reading Vocabulary

2nd Text P. 10-11

English Language Arts/Literacy

Read the article "A Sweet Memory: A True Story of a Guide Dog Graduation." Then answer the questions. "A Sweet Memory: A True Story of a Guide Dog Graduation" by Sarah K. Foster

6. For the longest time even, I had wanted a dog of the size even that I could do everything for. My parents considered that a little crazy, but my grandmother said, "You should get a dog for a year. I agree, and every Christmas I'll bring you a dog, and you can keep the one you like best." So I said, "I'll take it." I had a dog for a year, and I loved it. I had a dog for a year, and I loved it. I had a dog for a year, and I loved it.
7. For a year, I did everything for Tully. I bathed him, fed him, took him to guide dog meetings, and most of all, I loved him. He meant everything to me.
8. On September 26, 2003, I knew Tully had to graduate from the area for advanced training. I had a lot of tears over him and I longed to see him.
9. Four months later, Tully graduated as a guide dog with his partner, the dog guide.
10. This is the story of Tully's graduation.
11. It was Saturday, January 25, 2004, and I was with my family at the Guide Dogs for the Blind campus to see my dog, Tully, graduate as a guide dog to his old dog.
12. I was excited and nervous at the same time. I hadn't seen Tully for four months. Tully felt a personality change? Did he look different? I had a million questions running through my mind.
13. When he came and I saw him, I was so happy. I had seen him in the news and said, "It's everybody. It's Tully!" I had you're all out about seeing your dog again. I had seen you're in the news when you're from "The Street" and looked around and then said, "Tully! Then, let's go!"
14. Once everybody was seated in the arena, the staff started bringing out the guide dogs and their partners.
15. I sat in another row because my group was larger. I could hear everything laughing and crying as they saw their dogs again. The arena was full.
16. After seeing a few minutes, I saw someone making a run on the other side of the wall. Then, I saw him. He was very much the same. A beautiful golden retriever, with his black belt, long ears, and around the same neck as he was.
17. When Tully saw me he rushed at me and landed on my lap. He couldn't stop sniffing. He was so happy to see me again. I looked at his beautiful golden eye. I was overwhelmed. I had waited so long for this day.

GO ON ►

English Language Arts/Literacy

Read the article "The Mother Earth News: A True Story of a Guide Dog Graduation." Then answer the questions. "The Mother Earth News: A True Story of a Guide Dog Graduation" by Sarah K. Foster

and put a 6-inch layer of soil over the plastic. Next came the real work of filling the area between the posts with blocks of soil. Because I'm so fit and have a terrific sense of direction, I chose to have lots of windows, which cut down on the amount of soil I needed.

4. After laying the soil blocks, I applied three coats of soil — a clay and straw mixture — to the soil walls. Clay is wonderful and can be molded into any shape imaginable, so I had a lot of fun being artistic. Now here I am in my home, which is about 200 square feet and looks like the hidden houses that J.K.R. Tolkien wrote about in *The Lord of the Rings*. My house was built more beautiful as a new using basic hand tools, all for a cost of about \$3 a square foot.

THE HOMEYARD EXPANSION

5. Over the past four weeks, I've added several buildings to my homestead. The first was a root cellar. When I moved in, I planted a big garden, about 40 feet by 120 feet. So I needed a place to store food — nothing fancy, just a hole in the ground. As I dug the hole for my root cellar, I found limestone rocks out of the ground and saved them for later use. This "limestone" gave me stone for the walls of the root cellar and provided a solid support for the soil roof. Thanks to the MOTHER EARTH NEWS articles about how and why to build a root cellar, I now have a better way to store vegetables and other produce fresh year-round.
6. Every homestead needs a shed of some sort, and that was my next project. I made this building in the shape of a exchange by using old hay bales for the walls. When I applied three coats of soil to the bales, the bank construction was much faster than the soil and provides better insulation. I kept two goats in the shed all winter, and they stayed warm.
7. Sometimes, I always change to have chickens, they seem to be part of me here on Earth. I needed to build a chicken coop, so I attached it to the shed and dug it partially into the hill. This, combined with the hay bale construction, made the coop very warm.

GO ON ►

Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This [released item set](#) (the same sample set from Claim 2) contains two embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to both parts of the vocabulary items. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately respond to Part A and Part B.

Two-part Multiple-choice P. 7	Answer Key P. 3																																				
<p style="text-align: center;"><small>English Language Arts/Literacy</small></p> <p style="text-align: center;"><small>withina</small></p> <p>I. Part A</p> <p>Read the sentences from paragraph 12 of the article.</p> <p style="border: 1px solid black; padding: 2px; display: inline-block;">"The golden eye of someone, the word 'Tully', looks like 'Tully'." I don't get something right away. I get used."</p> <p>What is the meaning of equipped as it is used in the sentence?</p> <p>A. not giving B. without concern C. unwilling to wait D. always forgetful</p> <p>Part B</p> <p>Which words from the sentences in Part A best help the reader understand the meaning of equipped?</p> <p>A. "... looked a bit..." B. "... got something..." C. "... right away..." D. "... get used..."</p> <p style="text-align: right;"><small>GO ON ►</small></p>	<p style="text-align: center;"><small>English Language Arts/Literacy</small></p> <p style="text-align: center;"><small>Released Items Answer and Alignment Document (EAL Literacy)</small></p> <p style="text-align: center;"><small>Grade 3</small></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>Item Code</th> <th>Answer(s)</th> <th>Standard(s)</th> <th>Alignment</th> </tr> </thead> <tbody> <tr> <td>VS48182</td> <td>Blank Type: EBK Part A: C Part B: C</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>WH08089</td> <td>Blank Type: FRK Part A: C Part B: C</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>VS48138</td> <td>Blank Type: EBK Part A: C Part B: C</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>WH08083</td> <td>Blank Type: EBK Part A: C Part B: C</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>WH08082</td> <td>Blank Type: EBK Part A: C Part B: C</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>VS48137</td> <td>Blank Type: FRK Refer to Grade 3 Science Ruler</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>VS48204</td> <td>Blank Type: FRK (Additional Item) Refer to Grade 3 Science Ruler</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> <tr> <td>WH38117</td> <td>Blank Type: FRK (Additional Item)</td> <td>RI.3.1 RI.3.2</td> <td>RI.3.1 RI.3.2</td> </tr> </tbody> </table>	Item Code	Answer(s)	Standard(s)	Alignment	VS48182	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2	WH08089	Blank Type: FRK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2	VS48138	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2	WH08083	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2	WH08082	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2	VS48137	Blank Type: FRK Refer to Grade 3 Science Ruler	RI.3.1 RI.3.2	RI.3.1 RI.3.2	VS48204	Blank Type: FRK (Additional Item) Refer to Grade 3 Science Ruler	RI.3.1 RI.3.2	RI.3.1 RI.3.2	WH38117	Blank Type: FRK (Additional Item)	RI.3.1 RI.3.2	RI.3.1 RI.3.2
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WH08089	Blank Type: FRK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		
VS48138	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		
WH08083	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		
WH08082	Blank Type: EBK Part A: C Part B: C	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		
VS48137	Blank Type: FRK Refer to Grade 3 Science Ruler	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		
VS48204	Blank Type: FRK (Additional Item) Refer to Grade 3 Science Ruler	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		
WH38117	Blank Type: FRK (Additional Item)	RI.3.1 RI.3.2	RI.3.1 RI.3.2																																		

Grade 4 – Claim 4: Written Expression

Written Expression Rubric P. 3

Writing Task P. 8

English Language Arts/Science
4-8-12

Small houses are discussed in the passage from "Grandpa's Rabbit House" and the article "Tiny Bitty Houses." Write an essay that compares the key benefits of the two types of houses. Be sure to include examples from both texts to support your ideas.

For Research Simulation Writing Task – See Claim 2 to view all associated texts with the item

The Written Expression Claim is measured through writing tasks. These [sample student responses](#) are from the Research Simulation Task introduced in Claim 2. This is followed by examples of student writing at different point levels. Comparing student responses to rubric criteria allows us to see how students earn points for performance of specific skills. The IAR [writing rubrics](#) align with performance level descriptors (PLDs) by specifying how different aspects of writing correspond to these proficiency levels. Each writing sample is followed by notes that explain the rationale for the student's **Written Expression** score according to the rubric. The samples begin with the highest-scoring example and end with the lowest-scoring example. Students at the **above proficient** and **proficient** levels are likely to earn 3 or 2 points on writing tasks. **Approaching proficient** students are likely to earn 1 point. **Below proficient** students are likely to earn 0 points for their responses.

4 Points P. 10-12	3 Points P. 17-18	2 Points P. 23-24	1 Point P. 29-30	0 Points P. 34
<p>A1a Score Point 4</p>	<p>A3a Score Point 3</p>	<p>A5a Score Point 2</p>	<p>A7a Score Point 1</p>	<p>A9 Score Point 0</p>
Notes P. 13	Notes P. 6	Notes P. 25	Notes P. 31	(Notes) P. 35
<p>Annotation Anchor Paper 1 Reading Comprehension and Written Expression Score Point 4</p> <p>The analysis is accurate and narrows the topic to the low cost of small houses. Text support throughout is relevant and explicit. Text from "Grandpa's Rabbit House" defines the potential construction cost of a smaller house and provides evidence for the response the cost is low. Clear reasoning adds depth to the development by connecting the text content and explaining how the ideas relate to one another, and contribute to the writer's claim. The writer connects to the development by connecting the text content and explaining how the ideas relate to one another, and contribute to the writer's claim. The writer connects to the development by connecting the text content and explaining how the ideas relate to one another, and contribute to the writer's claim. The writer connects to the development by connecting the text content and explaining how the ideas relate to one another, and contribute to the writer's claim.</p>	<p>Annotation Anchor Paper 3 Reading Comprehension and Written Expression Score Point 3</p> <p>The analysis is mostly accurate, identifying the lower environmental costs as a key benefit to small houses, and demonstrating comprehension of explicit ideas from the passage. Comprehension of ideas inferentially stated is demonstrated with the reasoning that smaller houses do not waste land. The response is organized with a functional introduction and conclusion and a paragraph devoted to each passage. Additionally, linking phrases introduce each paragraph (to begin with, in addition) and clarify the connections between ideas (This shows that, This shows me, resulting in writing that is mostly clear). The development is mostly effective with both passages utilized to explain the connection between small houses and the environment. A detail from the "Grandpa's Rabbit House" (he uses soil to construct his house) and reasoning (the house is kind of better because he is using a renewable resource) develop the idea that Grandpa's House is "green" for the environmental benefits of his home. More relevant detail would result in more consistently appropriate development. The development in the conclusion here is mostly effective, but not consistently relevant. Grandpa is understandably "resourceful" but this reasoning does not relate to the environmental benefits of his home. More relevant detail would result in more consistently appropriate development. The development in the conclusion here is mostly effective, but not consistently relevant. Grandpa is understandably "resourceful" but this reasoning does not relate to the environmental benefits of his home. More relevant detail would result in more consistently appropriate development.</p>	<p>Annotation Anchor Paper 5 Reading Comprehension and Written Expression Score Point 2</p> <p>Generally accurate analysis reveals a number of benefits to smaller houses (don't cost much, made of natural resources, earth friendly). The response is somewhat developed, with reasoning and text. However, each text reference is a quotation of the previously stated benefits. Some details are not in place or some people don't put in plumbing and electricity and other modern things like in "Grandpa's Rabbit House" when he built his house more when not accounted for electricity or plumbing. Additionally, the quote selected is not the most relevant support for the idea that small houses are earth friendly. The response demonstrates some organization with linking phrases used within and between ideas (For more, Just like).</p>	<p>Annotation Anchor Paper 7 Reading Comprehension and Written Expression Score Point 1</p> <p>This response attempts to utilize a compare and contrast strategy (Grandpa's House is bigger than the tiny-bitty houses), which is limited to what is appropriate to the task. The series of comparative statements does introduce minimal development (But the smaller the less you have to pay the bill. The bigger the house is the more you have to pay the bill) regarding the benefits of smaller homes. Ideas are not always grounded logically, for example, the response includes the observation that bigger houses provide more space and talk about the cost before returning to the idea of space noting that "The less space you have in a tiny home." The linking word "and" is used frequently between ideas, which, along with introductory and concluding elements, demonstrates limited organization.</p>	<p>Annotation Anchor Paper 9 Reading Comprehension and Written Expression Score Point 0</p> <p>The response demonstrates no comprehension of the ideas in the passages. Although the response mentions "tiny houses" and building materials (with clay and wood) the development is centered on the story "The Three Little Pigs," and is inappropriate to the task, purpose and audience.</p>

Note: Most student responses are typed. Hand-written responses are consistent with paper-based, accommodated forms.

