

Sample Constructed Responses - Grade 4
(From SBAC Practice Tests 2014 – Grade 4)

Coyote Tries to Steal the Honey

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

It took Coyote all morning to make the suit. He gathered large pieces of bark from the trees to make the arms and legs. He found thin vines to tie the different pieces of the suit together. Then he shredded smaller pieces of bark against a rock and mixed these with dried pine needles so it looked like fur.

Right before he went to visit the bees' lonely tree he covered the solid parts of the suit in mud and added the fur. He put it on and walked into the open field. The parts hung loosely on his body. The sun was high in the sky. The shadows danced. Coyote could not see what he looked like, but he imagined his shadow matched that of Bear on the day he took the honey.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit. As he drew closer there was more and more buzzing around him. Coyote could tell that the bees were not happy. He did not care one bit. He wanted a taste of the honey so badly.

It wasn't until he attempted to put his paw down into the tree's belly that he felt the first sting. It felt like when he had gotten stuck by the thorn bush while he tried to bury his nose in the sweet-smelling flowers. As his paw sank deeper into the tree and the buzz grew louder, Coyote began to feel more and more sharp pains. He yelped and drew his paw away, but the buzzing and pain just grew.

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell

away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.

2589

DOK: 3

Standards: RL-6: The student will form a conclusion about a literary text and identify details within the text that support that conclusion.

What conclusion can be drawn about the author’s point of view? Support your answer with details from the passage.

Type your answer in this box.

Level 2 Response:

- Gives sufficient evidence of the ability to make a clear inference/conclusion
- Includes specific examples/details that make clear reference to the text
- Adequately explains inference/conclusion with clearly relevant information based on the text

Responses may include (but are not limited to):

- (conclusion) States the identifying characteristics of third person point of view such as lack of first person pronouns.
- (support) Words I, me, and we are not used in the story.
- (support) Pronouns used are he, him, it, and they which indicate third person point of view.

Exemplar:

The author has written this passage in third person point of view. The narrator is someone outside of the story. I know this because none of the characters are telling the story. If one of the characters were telling the story, the words I, me, or we would be in the text and that is first person point of view. The author uses the pronouns he, him, it, and they which are used in third person point of view stories. An example from the story is: Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey.

Level 1 Response:

A response:

- Gives limited evidence of the ability to make an inference/conclusion
- Includes vague/limited examples/details that make reference to the text
- Explains inference/conclusion with vague/limited information based on the text

Responses may include those listed in the 2-point response.

Exemplar:

The author wrote the passage in third person point of view. I know because the storyteller is not a character in the story.

Level 0 Response:

- Gives no evidence of the ability to make an inference/conclusion

OR

- Gives an inference/conclusion but includes no examples or examples/details that make reference to the text

OR

- Gives an inference/conclusion but includes no explanation or no relevant information from the text

Exemplar:

The author wrote the passage in first person point of view.

2680

DOK: 3

Standards: W-2.a: (Organization) The student will use information provided in a stimulus to write organized informational/explanatory text by a. Stating a focus (main idea)

2680



A student is writing a report for her teacher about a recent class trip to a local museum. Read the draft of the report and complete the task that follows.

Our day at the children’s museum started on the first floor, which was about life on Earth. At an exhibit on Earth’s history, we dug for fossils in the Dinosaur Dig. Next was a nature display where we listened to bird songs and shook hands with a monkey.

The second floor was all about space. We got to visit a planetarium, a kind of theater that shows the night sky on a high, curved ceiling. We also learned how a telescope works. We viewed a group of stars called the Milky Way. Looking at the stars helped us understand why someone would want to become an astronaut.

Write an introduction that clearly states the main idea of the report and sets up the information to come in the body of the report.

Type your answer in this box.

Level 2 Response:

The response:

- introduces an adequate statement of the main idea/controlling idea that reflects the stimulus as a whole;
- provides adequate information to put the main idea/controlling idea into context.
- does more than list points/reasons to support main idea/controlling idea—not formulaic • connects smoothly to the body paragraph

Exemplar:

Our class took a trip to one of the most interesting places in our city—the children’s museum. At this unusual museum kids can learn and have fun at the same time. We got to see subjects as different as dinosaurs and stars.

Annotation: The response has a controlling idea—children’s museum is “interesting” (a very 4th grade kind of “controlling idea”) that does reflect the entirety of the stimulus and does add enough context for the reader to understand the stimulus (class trip). The reasons to illustrate “interesting” (“both fun and” educational, “different as dinosaurs and stars,”) lead smoothly into the body paragraph. Note: Other “2”

responses may not cover all the “2” criteria as thoroughly or smoothly but will nonetheless cover most of them adequately.

Level 1 Response

provides a partial or limited introduction of the main idea/controlling idea that partially reflects or just restates the stimulus;

- may provide general and/or extraneous information to put the main idea/controlling idea into context;
- may list supporting points/reasons—formulaic;
- provides a limited and/or awkward connection to the body paragraph

Exemplar:

Our class went to the children’s museum. We learned about fossils, stars, and monkeys. It was a great day.

Annotation: The response generally introduces a main idea of going “to the children’s museum” although the reader has no sense of why (field trip?) or where (local?). The details are partial and listed with a limited attempt to connect to the body (it was a great day). Note: Other “1” level papers could have different strengths/weaknesses but all will have the sense of being limited.

Level 0 Response

The response:

- provides no introduction or an inadequate or inappropriate main idea/controlling idea based on the stimulus;
- provides irrelevant or no information to put the main idea/controlling idea into context;
- provides no connection to the body paragraph

Exemplar:

We went on a really fun trip and saw cool stuff.

Annotation: While other “0” responses may list irrelevant information (“my family loves to go to the art museum” and/or have an unclear main idea (“field trips are fun”), this response provides an inadequate (minimal) introduction because the language is so vague. There is no context (where did they go) and there are no details (“cool stuff”) from the stimulus.