Grade 5 English Language Arts Computer-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Answer Key</th>
<th>Total Points</th>
<th>Reporting Category</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>1</td>
<td>Language</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>1</td>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>1</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>1</td>
<td>Language</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>1</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>1</td>
<td>Reading</td>
<td>6</td>
</tr>
</tbody>
</table>

7. Part A: D  
   Part B: D  
   Total: 2*  
   Reporting Category: Reading 1

8.  
   1. Virtue waits in line to speak to the foreman.  
   2. Virtue becomes a cook.  
   3. Virtue eats all of the rice.  
   4. Virtue does all of the work himself.  
   Total: 2*  
   Reporting Category: Reading 2

9. *See Rubric*  
   Total: 7  
   Reporting Category: Writing Language 2, 4, 1, 2, 3

10. B  
    Total: 1  
    Reporting Category: Reading 4

11. A  
    Total: 1  
    Reporting Category: Reading 3

12. D  
    Total: 1  
    Reporting Category: Reading 6

13. B  
    Total: 1  
    Reporting Category: Language 4

14. *See Rubric*  
    Total: 7  
    Reporting Category: Writing Language 2, 4, 1, 2, 3

*For two-point items, partial credit may be given.*
## Scoring rubric for Grade 5 Practice Test Item #9 and #14: Essay

**Idea Development**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | Central idea is clear and fully developed  
|       | Effective selection and explanation of evidence and/or details  
|       | Effective organization  
|       | Clear expression of ideas  
|       | Full awareness of the purpose for writing |
| 3     | Central idea is general and moderately developed  
|       | Appropriate selection and explanation of evidence and/or details  
|       | Moderate organization  
|       | Adequate expression of ideas  
|       | Sufficient awareness of the purpose for writing |
| 2     | Central idea may be present and is somewhat developed  
|       | Limited selection and explanation of evidence and/or details  
|       | Limited organization  
|       | Basic expression of ideas  
|       | Partial awareness of the purpose for writing |
| 1     | Central idea is not present and/or not developed  
|       | Insufficient evidence and/or details  
|       | Minimal or no organization  
|       | Poor expression of ideas  
|       | Minimal awareness of the purpose for writing |
| 0     | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question. |

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.*

**Standard English Conventions**

<table>
<thead>
<tr>
<th>Score</th>
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</table>
| 3     | Consistent control of a variety of sentence structures relative to length of essay  
|       | Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay |
| 2     | Mostly consistent control of sentence structures relative to length of essay  
|       | Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay |
| 1     | Little control and/or no variety in sentence structure and/or  
|       | Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length |
| 0     | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length |