

## Practice Test Alignment Document

### English Language Arts | Grade 4

Sequence Number	Standard	Learning Target
<b>Session 1</b>		
1	Passage	
2	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Use context to determine the meaning of a word or phrase.
3	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Describe a character by drawing on details from a text.
4	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine which details are most important to include in a summary of a text.
5	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Identify an answer to a question about information explicitly stated in a text; choose supporting evidence from the text.
6	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Determine from whose point of view a story is told.
7	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Compare the structures of two texts.
8	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare characters in two texts.

9	Passage	
10	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Identify an answer to a question about information explicitly stated in a text.
11	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Use context to determine which meaning of a multi-meaning word is used in a sentence.
12	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Explain how a character changes in a text; choose supporting evidence from the text.
13	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe how a character feels by drawing on details from a text.
14	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Determine how an illustration contributes to the reader's understanding of a text.
15	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Determine from whose point of view a story is told.
16	Passage	
17	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine a main idea of a text; choose supporting evidence from the text.
18	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Determine how a graphic supports the information in a text.
19	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain a concept in a text.

20	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine which key details support a main idea of a text.
21	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Identify an answer to a question about information explicitly stated in a text.
22	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Use context to determine the meaning of a word or phrase.
23	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Describe the structure of part of a text.
<b>Session 2</b>		
1	Audio Passage	
2	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase two ideas in a discussion.
3	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Determine the reason a speaker presents certain evidence in a discussion.
4	SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Determine which listener remarks best support the ideas in a discussion.
5	W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Determine which sentence or phrase to add in a given location in a narrative to help introduce the story.
6	W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.	Determine which temporal word or phrase to use in a sentence to show the order of events in a narrative.
7	W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Determine where to place a sentence in a narrative to best organize the sequence of events.
8	L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	Determine the correct placement of quotation marks and commas in dialogue.

9	W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Determine what descriptive language shows about a character in a narrative.
10	W.4.3.e Provide a conclusion that follows from the narrated experiences or events.	Determine which sentence(s) would provide the best ending for a narrative; choose supporting evidence from the narrative.
11	W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Determine which heading would be best to add before a group of sentences; choose supporting evidence from the article.
12	L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	Enter the correct spelling of a word.
13	W.4.2.c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	Determine which linking word or phrase to use in a sentence to best connect a writer's ideas in one or more sentences.
14	W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Explain whether a sentence supports the topic of an article.
15	L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).	Determine the correct form of a frequently confused word (e.g., <i>there, their, they're</i> ) to use in a sentence.
16	L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Determine the meaning of a word or phrase in context.
17*	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write a multi-paragraph narrative based on provided passages and imagination; develop a plot, setting, and characters and follow a logical sequence of events from beginning to end.

\*This is a hand-scored question. The rubric can be found at the end of this document for reference.

# Scoring Rubric

## Narrative – Grade 4

	4	3	2	1
Written Expression	<p>The narrative, real or imagined, develops and sustains an engaging plot. The characters or narrator and setting are developed effectively. The events in the narrative are sequenced logically, and the details and descriptions are relevant and effective.</p> <ul style="list-style-type: none"> <li>An effective plot organizes events naturally and logically, giving the narrative a sense of unity and completeness.</li> <li>Characters and setting are effectively established, developed, and maintained.</li> <li>Use of language (literal or figurative) is consistently controlled and enhances the narrative; dialogue, if present, is effective and purposeful.</li> <li>Ideas are presented clearly and logically from beginning to end; strong connections between and among ideas are evident.</li> <li>The opening and conclusion are effective for the audience and purpose.</li> <li>A thematic or topical link to the sources is present and enhances the narrative.</li> </ul>	<p>The narrative, real or imagined, develops and sustains a plot. The characters or narrator and setting are adequately developed. The events in the narrative are generally well organized, and the details and descriptions are sufficient for the purpose.</p> <ul style="list-style-type: none"> <li>The plot organizes events in a logical manner.</li> <li>Characters and setting are adequately introduced and developed.</li> <li>Language (literal or figurative) is used appropriately.</li> <li>Connections between and among ideas are present and logical.</li> <li>The opening and conclusion are generally sufficient for the audience and purpose.</li> <li>A thematic or topical connection to the sources is present.</li> </ul>	<p>The narrative, real or imagined, offers a plot, characters or narrator, and setting, but these elements may be partially developed. Events, details, and descriptions, although present, are unevenly organized or developed.</p> <ul style="list-style-type: none"> <li>The plot lacks a sustained focus.</li> <li>Characters and setting are unevenly introduced and developed.</li> <li>Control of language (literal or figurative) is limited.</li> <li>Connections among ideas may be unclear.</li> <li>Some attempt at an opening and conclusion is present but may be ineffective.</li> <li>A thematic or topical connection to the sources is limited.</li> </ul>	<p>The response insufficiently develops the plot, characters or narrator, and setting. Events, details, and descriptions are incomplete or missing.</p> <ul style="list-style-type: none"> <li>The plot may be confusing, illogical, or severely underdeveloped.</li> <li>Characters and setting are incomplete or missing.</li> <li>Ideas may be randomly ordered or have unclear relationships.</li> <li>Little to no organizational structure is present.</li> <li>A thematic or topical connection to the sources is inaccurate or missing.</li> </ul>

Conventions	<p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are well-formed and effectively controlled.</li> <li>Command of usage and grammar is strong and effective.</li> <li>Spelling, punctuation, and capitalization are largely correct.</li> </ul>	<p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are formed and adequately controlled.</li> <li>Command of usage and grammar is sufficient.</li> <li>Errors in spelling, punctuation, and capitalization do not impede clarity.</li> </ul>	<p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are limited.</li> <li>Command of usage and grammar is uneven.</li> <li>Errors in spelling, punctuation, and capitalization are obvious and impede clarity.</li> </ul>	<p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are severely limited or nonexistent.</li> <li>Errors in grammar and usage are frequent.</li> <li>Spelling, punctuation, and capitalization are mostly incorrect and unclear.</li> </ul>
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A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (**CP**)
- Is completely off topic (**OT**)
- Is incoherent (**IN**)
- Is not written in the target language (**NL**)
- Is blank (**BB**)
- Is inadequate for scoring (**IS**) *\*includes refusals*