

Standards-based Assessment Bank
5th Grade Fiction

Index to Questions

Ques Nbr	Source	Standard	BM	GLI	Passage Title	Description
22	Reading Achievement Mar 05	LT	C		Emmaline's Pearl	This multiple-choice question asks students to determine the main problem, the conflict, that Julia thinks she faces in the beginning of the story.
23	Reading Achievement Mar 05	AV	B		Emmaline's Pearl	This multiple-choice question asks students to identify the figure of speech used in the sentence, "It was as big as a pea."
24	Reading Achievement Mar 05	LT	A		Emmaline's Pearl	This extended-response question asks students to describe how Emmaline feels about Julia getting the ring and to provide three examples to support their answers.
25	Reading Achievement Mar 05	LT	A		Emmaline's Pearl	This multiple-choice question asks students to identify Julia's motivation for wanting the ring, what it means to her.
26	Reading Achievement Mar 05	RP	B		Emmaline's Pearl	This multiple-choice question asks students to predict what Julia is most likely to say if Emmaline offers to let her wear the ring to school again.
27	Reading Achievement Mar 05	RP	B		Emmaline's Pearl	This short-answer question asks students to summarize how Julia's feelings about the ring change from the beginning of the selection to the end.
28	Reading Achievement Mar 05	AV	A		Emmaline's Pearl	This multiple-choice question asks students to use context clues to determine the meaning of the word retrieving .
29	Reading Achievement Mar 05	LT	A		Emmaline's Pearl	This multiple-choice question asks students to determine how Julia feels when she wears the ring to school.

Standards-based Assessment Bank

5th Grade Fiction

Ques Nbr	Source	Standard	BM	GLI	Passage Title	Description
30	Reading Achievement Mar 05	AV	E		Emmaline's Pearl	This multiple-choice question asks students to apply their knowledge of roots and affixes to determine how un- changes the meaning of the word expected .
1	Reading Achievement Mar 05	RP	C		Independence Day	This multiple-choice question asks students to determine what Almanzo is doing before he comes to talk to his father.
2	Reading Achievement Mar 05	AV	A		Independence Day	This multiple-choice question asks students to determine the meaning of dreaded by using context clues and text structures.
3	Reading Achievement Mar 05	RP	B		Independence Day	This short-answer question asks students to use information in the text to infer one reason why Father gives Almanzo the half-dollar and to defend the reason with an example or detail from the selection.
4	Reading Achievement Mar 05	RP	C		Independence Day	This multiple-choice question asks students to indicate how Frank responds when Almanzo says he did not get a nickel from his father.
5	Reading Achievement Mar 05	LT	D		Independence Day	This multiple-choice question asks students to identify the speaker in this selection.
6	Reading Achievement Mar 05	LT	A		Independence Day	This short-answer question asks students to provide two reasons why Almanzo says he is going to buy "a good little pig," which requires students to analyze the motivation for Almanzo's behavior.
7	Reading Achievement Mar 05	LT	E		Independence Day	This multiple-choice question asks students to identify the theme of this selection.
28	Reading Achievement Mar 06	RP	C		Mr. No and Miss Rose	This multiple-choice question asks students to make meaning of their reading by locating information in the passage that identifies what Miss Rose begins to do after first talking to Bobby and the narrator.

Standards-based Assessment Bank

5th Grade Fiction

Ques Nbr	Source	Standard	BM	GLI	Passage Title	Description
29	Reading Achievement Mar 06	LT	A		Mr. No and Miss Rose	This multiple-choice question asks students to demonstrate comprehension skills by explaining how a character's actions reveal his motivations.
30	Reading Achievement Mar 06	RP	C		Mr. No and Miss Rose	This short-answer question asks students to make meaning of the passage by answering a text-based question.
31	Reading Achievement Mar 06	AV	A		Mr. No and Miss Rose	This multiple-choice question asks students to determine the meaning of the vocabulary word "commotion" so a logical antonym, or word with opposite meaning, can be selected.
32	Reading Achievement Mar 06	LT	A		Mr. No and Miss Rose	This multiple-choice question asks students to determine a character's feelings in a literary text.
33	Reading Achievement Mar 06	AV	A		Mr. No and Miss Rose	This multiple-choice question asks students to determine the meaning of the word batted based on context clues and text structures.
34	Reading Achievement Mar 06	LT	G		Mr. No and Miss Rose	This multiple-choice question asks students to interpret how an author's choice of words suggests mood.
35	Reading Achievement Mar 06	LT	C		Mr. No and Miss Rose	This extended-response question asks students to identify the elements of plot and establish a connection between an element and a future event.
36	Reading Achievement Mar 06	RP	B		Mr. No and Miss Rose	This multiple-choice question asks students to make predictions based on information in the text.
16	Reading Achievement May 07	LT	G		Justin and the Best Biscuits in the World	This multiple-choice question asks students to use their understanding of the idiom "choked with surprise" to interpret the sentence about Justin from the selection.

Standards-based Assessment Bank
5th Grade Fiction

Ques Nbr	Source	Standard	BM	GLI	Passage Title	Description
17	Reading Achievement May 07	AV	F		Justin and the Best Biscuits in the World	This multiple-choice question asks students to use a dictionary entry to determine the meaning of the word determine as it is used in this sentence.
18	Reading Achievement May 07	LT	A		Justin and the Best Biscuits in the World	This short-answer question asks students to make decisions about Justin's feelings based on information in the selection.
19	Reading Achievement May 07	RP	C		Justin and the Best Biscuits in the World	This multiple-choice question asks students to make an inference about why Don put his head down on the counter after the pie eating contest was over.
20	Reading Achievement May 07	RP	C		Justin and the Best Biscuits in the World	This multiple-choice question asks students to answer an inferential question about Justin and his feelings about the ring of the buzzer at the end of the contest.
21	Reading Achievement May 07	LT	E		Justin and the Best Biscuits in the World	This multiple-choice question asks students to select the statement that best represents the theme of the selection.
1	Reading Achievement May 07	LT	A		Song and Dance Man	This multiple-choice question asks students to make a determination about the reasons for Grandpa's actions based on what they have already read in the text.
2	Reading Achievement May 07	RP	A		Song and Dance Man	This multiple-choice question asks students to interpret what the actions of the grandchildren tell the reader about how they feel about their grandfather.
3	Reading Achievement May 07	RP	C		Song and Dance Man	This multiple-choice question asks students to make an inference about Grandpa's actions when he sprinkled powder on the floor.
4	Reading Achievement May 07	LT	B		Song and Dance Man	This multiple-choice question asks students to determine the importance of the attic setting to the story line in this selection.

Standards-based Assessment Bank 5th Grade Fiction

Ques Nbr	Source	Standard	BM	GLI	Passage Title	Description
5	Reading Achievement May 07	AV	A		Song and Dance Man	This multiple-choice question asks students to determine the meaning of the word finale by using the context, or information around that word.
6	Reading Achievement May 07	AV	F		Song and Dance Man	This multiple-choice question asks students to determine the meaning of the word spend using a dictionary entry.
7	Reading Achievement May 07	RP	B		Song and Dance Man	This short-answer question asks students to make a prediction about grandfather based on what they have read in the selection.

Standards-based Assessment Bank

5th Grade Fiction

Passage:

Emmaline's Pearl

by Rhiannon Puck

It was as big as a pea, and when Julia looked at it long enough, it was like looking at the full moon on a clear night. The more she looked, the more Emmaline's pearl seemed to be made of liquid swirling inside a tiny crystal ball. It rested in the center of an old-fashioned silver ring finely **etched** with ivy and spiraling **acanthus** leaves.

There was nothing in the world that she wished to have more than Emmaline's pearl. And though Emmaline had promised to give it to her one day, that day seemed a hundred years away.

Julia and her mother visited Emmaline often, because Emmaline was her mother's **godmother** and the two were "close as nine is to ten," as Grammy Em liked to tell everyone with a smile.

When they visited Emmaline, they always sat in her sunroom and had tea, while Emmaline talked. But after a while, Julian always had to ask, "Can I see the pearl, Gammy Em?"

Julia's mother always shook her head, but on every visit Emmaline consented. "Here's the key," she would say, retrieving a small brass key from her pocket. "You know where it is. Bring it downstairs, dear."

And Julia would take the key upstairs, unlock the **armoire** drawer where Emmaline's pearl was kept, and run back down the steps with the velvet box in her hand. Just holding it felt special. When Emmaline opened the box, she always looked at the ring quietly for a moment before handing it to Julia. "Go on, then," she whispered. "Try it on."

Carefully, slowly, Julia plucked Emmaline's pearl from its satiny slot and slipped it onto her finger. Instantly, she felt different, as if the pearl had some kind of magic power.

"It's a shame your mother won't let you take it," Emmaline said. "But I understand."

Julia's mother reached for Emmaline's hand. "Julia doesn't need it, Em. She has you." That was what her mother always said.

Later, when they were home, Julia asked her mother why she never let her take the ring. Her mother smiled and shrugged. "Sometimes, wishing for something is more fun than having it," she said.

Standards-based Assessment Bank

5th Grade Fiction

But that didn't make any sense to Julia. "Why?" she asked.

Her mother was thoughtful for a moment, then replied, "People always want what they don't have, but when they get it, it's never what they expect."

A few weeks later, Emmaline had to go to the hospital to have some surgery, and Julia's mother was frantic. The day before the surgery, Julia and her mother went to Emmaline's to help her pack and get things organized. There was no tea served in the sunroom that day, but something incredible happened. Emmaline gave Julia the ring.

"I know you love it, dear," Emmaline told her, "and it's time for you to have it."

"I'll wear it forever, Gammy Em!"

"I know you want to." Emmaline replied quietly.

That night was the first time Julia had ever worried about anything she owned. She was afraid to take the ring off because it could slip down the drain or disappear into the heating vent.

The school bus was another unexpected problem. At first, Julia was proud of wearing Emmaline's pearl, but she soon felt uncomfortable. One girl asked to borrow it, and another said it wasn't real and would turn Julia's finger all green by the end of the day. Julia tucked her hand in her jacket pocket and decided they were just jealous. But her best friends behaved the same way once she got to school.

Carrie accused her of being stuck-up when she saw the ring on Julia's finger. Miriam kept asking to try it on, but after a few times, Julia had to say, "If I keep taking it off, it'll get lost!"

Emmaline's pearl was a problem in her classes, too. In art class, Julia had to fake a stomachache so that she wouldn't get the ring all full of clay. She could have taken it off and slipped it in her pocket, but she was afraid she might lose it. In gym class, she pretended to have a headache, since there was no way to climb the parallel bars or use the monkey rings with Emmaline's pearl on her finger.

On the way home on the bus, she kept her hand deep in her pocket so no one would see the ring and tease her about it. When she got home, she was exhausted.

"What in the world happened today?" her mother asked when Julia came in and plopped down on the sofa.

"What good is having the ring if wearing it isn't any fun?" Julia complained.

Standards-based Assessment Bank

5th Grade Fiction

Late that afternoon, they went to visit Emmaline at the hospital. “They said I can go home tonight!” Emmaline exclaimed as Julia and her mother came into the room.

“Since you’re all right now, can I give the ring back?” Julia asked.

Emmaline looked at her steadily. “But I thought you wanted it more than anything,” she said.

Julia shrugged. “I guess I changed my mind,” she answered, slipping Emmaline’s pearl from her finger. “All I really wanted was to be special,” she confessed.

“But you are, dear!” Emmaline said as she took the ring and put it on. “And always have been. Now, let’s go home and have some tea!”

Standard: LT	Benchmark: C	Identify the elements of plot and establish a connection between an element and a future event.
GLI:		

Multiple-Choice Question:

22. In the beginning of the story what is the main problem that Julia thinks she faces?
- A. how to persuade her mother to let her have the ring
 - B. how to get Emmaline to show her where the ring is kept
 - C. how to wear the ring to school without losing it
 - D. how to get her friends to like her again

Commentary:

This multiple-choice question asks students to determine the main problem, the conflict, that Julia thinks she faces in the beginning of the story. Students may have to skim the beginning of the story to determine the correct response. Emmaline readily consents when Julia asks to see the pearl ring: “Here’s the key,” she replies. “You know where it is.” Her willingness to allow Julia to get the ring herself contradicts response B, which states that getting Emmaline to show Julia

Standards-based Assessment Bank

5th Grade Fiction

where the ring is kept is the problem. Thus, response B is incorrect. In the beginning of the story, Julia does not possess the ring, so wearing it to school is not the problem, which eliminates C as a correct response. Also, in the beginning of the story, Julia's friends are not introduced, nor is reference made to conflicts or difficulties among them, so response D is incorrect. When Julia and her mother return home after the visit with Emmaline, Julia asks her mother why she is not allowed to take the ring when Emmaline offers it to her. Her mother's response, "Sometimes, wishing for something is more fun than having it," doesn't make sense to Julia. Julia is also perplexed by her mother's explanation, "People always want what they don't have, but when they get it, it's never what they expect." Thus, response A is the main problem that Julia thinks she faces, persuading her mother to let her have the ring.

Performance Data:

The percent of public school students selecting answer choice A for question 22 on the March 2005 Grade 5 Reading Achievement Test was **79%**.

Keywords: plot, conflict

Standard: AV	Benchmark: B	Infer word meaning through identification and analysis of analogies and other word relationships.
GLI:		

Multiple-Choice Question:

23. "It was as big as a pea."

What figure of speech does the author use in this sentence?

- A. metaphor
- B. simile
- C. idiom
- D. personification

Commentary:

This multiple-choice question asks students to identify the figure of speech used in the sentence, "It was as big as a pea." Students may need to reread the selection to determine the meaning of the sentence and to clarify the antecedent of the pronoun *it*. *It* refers to Emmaline's pearl, which "... rested in the center of an old-fashioned silver ring...." Because a comparison is

Standards-based Assessment Bank

5th Grade Fiction

made between two objects, the pearl in the ring and a pea, the figure of speech used is narrowed to responses A and B, metaphor and simile. *Personification* gives human qualities to inanimate objects, and an *idiom* is slang or dialect, so responses C and D are incorrect because no comparisons are made in either choice. A metaphor compares two objects by equating them (e.g., The pearl was a pea.), so response A is incorrect. A *simile* is a milder comparison, stating two objects are “as” or “like” each other, which is the case with response B, the correct figure of speech used in this sentence.

Performance Data:

The percent of public school students selecting answer choice B for question 23 on the March 2005 Grade 5 Reading Achievement Test was **61%**.

Keywords: vocabulary, figure of speech, simile

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Extended-Response Question:

24. Write your answer in the **Answer Document**.

How does Emmaline feel about Julia getting the ring? Provide at least three examples from the selection that support your answer.

Commentary:

This extended-response question asks students to describe how Emmaline feels about Julia getting the ring and to provide three examples to support their answers. Students may need to skim the selection to write their responses. Emmaline wants Julia to have the ring, which is evidenced by her willingness to always let Julia retrieve the ring from its place in the armoire drawer and “Try it on.” She recognizes Julia’s dilemma when she says, “It’s a shame your mother won’t let you take it ... but I understand.” Emmaline’s comments to and actions toward Julia demonstrate her desire for Julia to have the ring.

Standards-based Assessment Bank

5th Grade Fiction

Performance Data:

The percent of public school students earning each score point for question 24 on the March 2005 Grade 5 Reading Achievement Test was

Percent at Each Score Point				
0	1	2	3	4
34%	13%	22%	19%	11%

Scoring Guidelines:

Student Response
<p>Response provides ONE reasonable feeling and THREE examples of support for that feeling. Example:</p> <ol style="list-style-type: none"> 1. Emmaline does want Julia to have the ring <p><u>or</u></p> <ol style="list-style-type: none"> 2. Emmaline feels (any reasonable positive feeling): <ul style="list-style-type: none"> • Happy • Content • Eager • Trustful • Responsible • Confident • Understanding <p><u>AND</u> THREE examples of support from selection:</p> <ul style="list-style-type: none"> • “Emmaline had promised to give it to her one day” • “It’s a shame you mother won’t let you take it”, Emmaline said. • “Emmaline gave Julia the ring.” • “I know you love it, dear,” Emmaline told her, “and it’s time for you to have it.” • Emmaline thinks Julia is special. • Emmaline loves her.
Response provides ONE reasonable feeling and TWO examples of support.
Response provides ONE reasonable feeling and ONE example of support.
Response provides ONE reasonable feeling and no support.
Response is incorrect.

Keywords: character motivation, character development, analyze text

Standards-based Assessment Bank

5th Grade Fiction

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Multiple-Choice Question:

25. What does Julia think having the ring means?

- A. She will get more gifts.
- B. She is growing up.
- C. She is very special.
- D. She will have more friends.

Commentary:

This multiple-choice question asks students to identify Julia's motivation for wanting the ring, what it means to her. Students may need to skim the selection to determine their responses. "There was nothing in the world that she [Julia] wished to have more than Emmaline's pearl," establishes Julia's desire for the ring. Julia does not express an interest in nor mention any other gifts - only the pearl. Thus, response A is incorrect. "Just holding it [the pearl] felt special ..." to Julia, and when she slips it onto her finger in paragraph 8, it is "... as if the pearl had some kind of magic power." The pearl seems to have a special power that Julia wants to possess. At the end of the selection when Julia returns the ring to Emmaline, she confesses, "All I really wanted was to be special," which confirms response C is correct. Julia never expresses a desire to be more grown-up or adult-like, so response B is incorrect. Julia does not equate the acquisition of the ring to having more friends. In fact, the ring becomes a problem for Julia and her friends, so response D is incorrect.

Performance Data:

The percent of public school students selecting answer choice C for question 25 on the March 2005 Grade 5 Reading Achievement Test was **85%**.

Keywords: character development, character motivation

Standards-based Assessment Bank

5th Grade Fiction

Standard: RP	Benchmark: B	Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
GLI:		

Multiple-Choice Question:

26. What is Julia most likely to say if Emmaline offers to let her wear the ring to school again?
- A. "No, thank you. Wearing the ring to school was not what I expected."
 - B. "No, thank you. I really don't like the ring very much anymore."
 - C. "Thank you. This time, I'm going to let Carrie try the ring on."
 - D. "Thank you. This time I'll keep the ring in my coat pocket."

Commentary:

This multiple-choice question asks students to predict what Julia is most likely to say if Emmaline offers to let her wear the ring to school again. Students may need to skim the selection to make logical predictions. From the first night that Julia has the ring in her possession, it presents a problem for her. She is afraid to take the ring off for fear of losing it "... down the drain ... or ... into the heating vent." At school, the ring presents problems because friends want to try it on and borrow it; they taunt Julia with cruel comments such as "... it wasn't real and would turn Julia's finger all green by the end of the day." The ring is also a problem in her art class because she does not want it "all full of clay," and in her gym class, she pretends to have a headache because she realizes she cannot climb on the parallel bars with the ring on. Emphatically, Julia wants nothing to do with the ring, as evidenced by her comment to her mother, "What good is having the ring if wearing it isn't any fun?" as well as her question to Emmaline, "Since you're all right now, can I give the ring back?" Responses C and D maintain that Julia keeps the ring, so they are incorrect. Response B indicates that Julia does not like the ring, which is not true because the ring is still beautiful. Response A is correct because it echoes Julia's mother's feelings: "Sometimes, wishing for something is more fun than having it. ... People always want what they don't have, but when they get it, it's never what they expect." Julia learns that having the ring was not what she expected.

Performance Data:

The percent of public school students selecting answer choice A for question 26 on the March 2005 Grade 5 Reading Achievement Test was **82%**.

Keywords: prediction, comprehension

Standards-based Assessment Bank 5th Grade Fiction

Standard: RP	Benchmark: B	Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
GLI:		

Short-Answer Question:

27. Write your answer in the **Answer Document**.

How do Julia's feelings about the ring change from the beginning of the selection to the end? Explain your answer.

Commentary:

This short-answer question asks students to summarize how Julia's feelings about the ring change from the beginning of the selection to the end. Students may need to skim the selection to respond to the question. In general, her feelings about the ring change from intense desire ("There was nothing in the world that she wished to have more than Emmaline's pearl.") to disdain and rejection ("What good is having the ring if wearing it isn't any fun? ... can I give the ring back?").

Performance Data:

The percent of public school students earning each score point for question 27 on the March 2005 Grade 5 Reading Achievement Test:

Percent at Each Score Point		
0	1	2
29%	35%	34%

Scoring Guidelines:

Points	Student Response
2	Response shows ONE transition in feeling and ONE justification for that response. <i>Must have 1st point in order to acquire 2nd point.</i> Examples (not exhaustive): a. In the beginning of the story Julia wanted to have the pearl ring immediately. She could not understand why her mother wanted her to wait... After Emmaline gave her the ring, Julia was surprised that it caused so many problems. b. At the end of the story, Julia understood her mother's belief that wishing for something is more fun than having it.
1	Response shows ONE transition in feeling but has inadequate justification.
0	Response is incorrect.

Standards-based Assessment Bank 5th Grade Fiction

Keywords: summarize, compare, comprehension strategies

Standard: AV	Benchmark: A	Use context clues and text structures to determine the meaning of new vocabulary.
GLI:		

Multiple-Choice Question:

28. “‘Here’s the key,’ she would say, **retrieving** a small brass key from her pocket.”
What is a synonym for the word **retrieving**?

- A. getting
- B. turning
- C. locking
- D. polishing

Commentary:

This multiple-choice question asks students to use context clues to determine the meaning of the word **retrieving**. Students may need to skim the selection for additional context clues. Julia has asked Emmaline to see the pearl, a request Julia “... always had to ask...” when she and her mother visit Emmaline. Emmaline always consents by saying, “Here’s the key,” **retrieving** a small brass key from her pocket. Julia is then allowed to get the pearl from the armoire drawer

and bring it downstairs. Emmaline does not *turn*, *lock* or *polish* the key from her pocket, so responses B, C and D are incorrect. Emmaline *gets* the key from her pocket so she can give it to Julia; thus, response A is correct.

Performance Data:

The percent of public school students selecting answer choice A for question 28 on the March 2005 Grade 5 Reading Achievement Test was **90%**.

Keywords: vocabulary, context clues

Standards-based Assessment Bank 5th Grade Fiction

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Multiple-Choice Question:

29. How does Julia feel when she wears the ring to school?
- A She worries that she cannot enjoy the ring while Emmaline is sick.
 - B She worries that she might have to give the ring back.
 - C She worries that the ring will turn her finger all green.
 - D She worries that she might lose the ring.

Commentary:

This multiple-choice question asks students to determine how Julia feels when she wears the ring to school. Students may need to skim the selection to respond to the question. The ring is problematic from the first night Julia has it, for she is fearful "... it could slip down the drain or disappear into the heating vent." A girl on the school bus states that the ring will turn Julia's finger green; however, Julia does not worry about her finger turning green because she is so concerned about others asking to try it on. "If I keep taking it off, it'll get lost!" she laments, so response C is incorrect. In art class as well, she is fearful of the ring getting full of clay. "She could have taken it off and slipped it in her pocket, but she was afraid she might lose it." Response D is clearly the correct response. Julia does not express any internal conflict or discomfort due to Emmaline's illness, so response A is incorrect. Julia's overpowering fear of losing the ring supersedes her concern for Emmaline.

Performance Data:

The percent of public school students selecting answer choice D for question 29 on the March 2005 Grade 5 Reading Achievement Test was **93%**.

Keywords: character motivation, character development, analyze text

Standards-based Assessment Bank

5th Grade Fiction

Standard: AV	Benchmark: E	Use knowledge of roots and affixes to determine the meanings of complex words.
GLI:		

Multiple-Choice Question:

30. “The school bus was another **unexpected** problem.”

How does the prefix **un-** change the meaning of the word **expected**?

- A. The prefix **un-** changes the meaning to **not expected**.
- B. The prefix **un-** changes the meaning to **expected again**.
- C. The prefix **un-** changes the meaning to **expected before**.
- D. The prefix **un-** changes the meaning to **over expected**.

Commentary:

This multiple-choice question asks students to apply their knowledge of roots and affixes to determine how **un-** changes the meaning of the word **expected**. “There was nothing in the world that she [Julia] wished to have more than Emmaline’s pearl,” so when Julia gets the ring from Emmaline, she promises, “I’ll wear it forever, Gammy Em!” Julia expects the ring to be her wish come true, but when she encounters problems because of the ring, she is frustrated and disappointed. “What good is having the ring if wearing it isn’t any fun?” she complains to her mother. She encounters problems at home, at school and on the school bus because of the ring. Overall, these problems are unexpected, **not** what Julia **expects**, so A is the correct response. Julia does not **over expect**, **expect again** or **expect before** problems with the ring; thus, responses B, C and D are incorrect.

Performance Data:

The percent of public school students selecting answer choice A for question 30 on the March 2005 Grade 5 Reading Achievement Test was **84%**.

Keywords: vocabulary, roots and affixes

Standards-based Assessment Bank

5th Grade Fiction

Passage:

Independence Day

by Laura Ingalls Wilder

Father was a little way down the street, talking to Mr. Paddock, the wagon-maker. Almanzo walked slowly toward them. The nearer he got to Father, the more he dreaded asking for a nickel. He was sure Father would not give it to him.

He waited till Father stopped talking and looked at him.

"What is it, son?" Father asked.

Almanzo was scared.

"Father," Almanzo said, "would you—would you give me—a nickel?"

He stood there while Father and Mr. Paddock looked at him, and he wished he could get away. Finally Father asked:

"What for?"

Almanzo looked down at his moccasins and muttered:

"Frank had a nickel. He bought pink lemonade."

Father looked at him a long time. Then he took out his wallet and opened it, and slowly he took out a round, big silver half-dollar. He asked:

"Almanzo, do you know what this is?"

"Half a dollar," Almanzo answered.

"Yes. But do you know what half a dollar is?"

Almanzo didn't know it was anything but half a dollar.

"It's work, son," Father said. "That's what money is; it's hard work."

Mr. Paddock chuckled. "The boy's too young, Wilder," he said. "You can't make a youngster understand that."

"Almanzo's smarter than you think," said Father.

Almanzo didn't understand at all. But Father had said that Almanzo was smart, so Almanzo tried to look like a smart boy.

Standards-based Assessment Bank

5th Grade Fiction

Father asked: "You know how to raise potatoes, Almanzo?"

"Yes," Almanzo said.

"Say you have a **seed potato** in the spring, what do you do with it?"

"You cut it up," Almanzo said.

"Go on, son."

"Then you **harrow** — first you **manure** the field, and plow it. Then you harrow, and mark the ground. And plant the potatoes, and plow them."

"That's right, son. And then?"

"Then you dig them and put them down **cellar**."

"Yes. Then you pick them over all winter; you throw out all the little ones and the rotten ones. Come spring, you sell them. And if you get a good price son, how much do you get to show for all that work? How much do you get for half a **bushel** of potatoes?"

"Half a dollar," Almanzo said.

"Yes," said Father. "That's what's in this half-dollar, Almanzo. The work that raised half a bushel of potatoes is in it."

Almanzo looked at the round piece of money that Father held up. It looked small, compared with all that work.

"You can have it, Almanzo," Father said. Almanzo could hardly believe his ears. Father gave him the heavy half-dollar.

"It's yours," said Father. "You could buy a pig with it, if you want to. You could raise it, and it would raise a litter of pigs, worth four, five dollars apiece. Or you can trade that half-dollar for lemonade, and drink it up. You do as you want, it's your money."

Almanzo forgot to say thank you. He held the half-dollar a minute, then he put his hand in his pocket and went back to the boys by the lemonade-stand.

Frank asked Almanzo:

"Where's the nickel?"

Standards-based Assessment Bank

5th Grade Fiction

“He didn’t give me a nickel,” said Almanzo, and Frank yelled: “Yah, Yah! I told you he wouldn’t. I told you so!”

“He gave me half a dollar,” said Almanzo.

The boys wouldn’t believe it till he showed them. Then they crowded around, waiting for him to spend it. He showed it to them all, and put it back in his pocket.

“I’m going to look around,” he said, “and buy me a good little pig.”

Standard: RP	Benchmark: C	Make meaning through asking and responding to a variety of questions related to text.
GLI:		

Multiple-Choice Question:

1. What is Almanzo doing before he comes to talk to his father?
 - A. talking with Frank and the other boys
 - B. drinking lemonade with Frank
 - C. listening to his father and Mr. Paddock
 - D. trying to find a small pig to buy

Commentary:

This multiple-choice question asks students to determine what Almanzo is doing before he comes to talk to his father. Students may need to reread the text to determine the answer, which is inferred, not stated directly. At the beginning of the selection, Almanzo approaches his father, who is talking to Mr. Paddock. He waits until his father stops talking to ask for a nickel. Thus, C is incorrect because Almanzo’s father and Mr. Paddock are speaking as Almanzo approaches them. He has not been listening to them talk before he approaches them, only after. Almanzo asks his father for a nickel because “Frank had a nickel. He [Frank] bought pink lemonade.” It is inferred that Almanzo wants lemonade as well, so B is incorrect. Almanzo has not been drinking lemonade. Trying to find a small pig to buy is the *result* of Almanzo asking his father for a nickel, not a desire Almanzo has before he talks to his father. Almanzo’s father makes him realize that

Standards-based Assessment Bank

5th Grade Fiction

spending money on lemonade is not wise; there are better things to do with money - for instance, purchase a small pig. Thus, response D is incorrect. The correct answer is A. After Almanzo speaks to his father, he returns to the boys and Frank, who asks, "Where's the nickel?" When Almanzo reveals that his father "didn't give me [Almanzo] a nickel," Frank yells, "Yah, yah! I told you he wouldn't. I told you so!" Frank's taunts reveal that the boys have been talking before Almanzo speaks to his father.

Performance Data:

The percent of public school students selecting answer choice A for question 1 on the March 2005 Grade 5 Reading Achievement Test was 43%.

Keywords: comprehension, inference

Standard: AV	Benchmark: A	Use context clues and text structures to determine the meaning of new vocabulary.
GLI:		

Multiple-Choice Question:

2. "The nearer he got to Father, the more he **dreaded** asking for a nickel. He was sure Father would not give it to him."

What does **dreaded** mean in these sentences?

- A. feared
- B. questioned
- C. avoided
- D. debated

Commentary:

This multiple-choice question asks students to determine the meaning of **dreaded** by using context clues and text structures. Clues to the meaning of **dreaded** are found in the cause and effect relationship established in the first sentence: "The nearer he got to Father, the more he dreaded asking for a nickel." At this point, it is inferred that Almanzo is eager or excited to ask Father for a nickel, but when "He was sure Father would not give it to him," a feeling of defeat and doubt is created. He does not question, avoid or debate asking Father; he *fears* asking Father, anticipating his request will be denied. The correct response is A.

Standards-based Assessment Bank

5th Grade Fiction

Performance Data:

The percent of public school students selecting answer choice A for question 2 on the March 2005 Grade 5 Reading Achievement Test was **80 %**.

Keywords: vocabulary, context clues, cause and effect

Standard: RP	Benchmark: B	Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
GLI:		

Short-Answer Question:

3. Write your answer in the **Answer Document**.

Why does Father give Almanzo the half-dollar? Write one detail or example from the selection that supports your answer.

Commentary:

This short-answer question asks students to use information in the text to infer one reason why Father gives Almanzo the half-dollar and to defend the reason with an example or detail from the selection. Students may need to skim the selection to determine their responses.

Performance Data:

The percent of public school students earning each score point for question 3 on the March 2005 Grade 5 Reading Achievement Test was

Percent at Each Score Point		
0	1	2
57%	27%	16%

Standards-based Assessment Bank 5th Grade Fiction

Scoring Guidelines:

Student Response
<p>Response contains ONE correct inference with support. Examples:</p> <p><u>To show he made the right choice/reward:</u></p> <ul style="list-style-type: none"> • Answers questions correctly about potatoes • Almanzo's smarter than you think <p><u>To teach him a lesson/to test him:</u></p> <ul style="list-style-type: none"> • Almanzo must choose between lemonade and a pig – “spend as you wish.” • Gives him a lecture about hard work and the value of money <p><u>Feels he's responsible/trustworthy to make a good decision:</u></p> <ul style="list-style-type: none"> • Almanzo's smarter than you think • You do what you want; it's your money
Response contains ONE correct inference without support.
Response is incorrect/literal and not inferential.

Keywords: comprehension strategies, inference

Standard: RP	Benchmark: C	Make meaning through asking and responding to a variety of questions related to text.
GLI:		

Multiple-Choice Question:

4. How does Frank respond when Almanzo says he did not get a nickel from his father?
- A. He goes and talks to Almanzo's father.
 - B. He smiles and brings Almanzo lemonade.
 - C. He laughs and makes fun of Almanzo.
 - D. He drinks lemonade in front of Almanzo.

Standards-based Assessment Bank

5th Grade Fiction

Commentary:

This multiple-choice question asks students to indicate how Frank responds when Almanzo says he did not get a nickel from his father. This literal question is directly answered by Frank's response: "Yah, yah! I told you he wouldn't! I told you so!" Frank taunts Almanzo and mocks him, so response C is correct. Frank does not talk to Almanzo's father, bring Almanzo lemonade or drink lemonade in front of Almanzo. Frank uses the incident to make fun of what he assumes is Almanzo's unsuccessful request for a nickel.

Performance Data:

The percent of public school students selecting answer choice C for question 4 on the March 2005 Grade 5 Reading Achievement Test was **88%**.

Keywords: comprehension strategies, literal question

Standard: LT	Benchmark: D	Differentiate between the points of view in narrative text.
GLI:		

Multiple-Choice Question:

5. Who is the speaker in this selection?
- A. Almanzo
 - B. a narrator
 - C. Mr. Paddock
 - D. Frank

Commentary:

This multiple-choice question asks students to identify the speaker in this selection. If a character in the selection was speaking, first person pronouns (e.g., I, me, my, our, ours) would be used throughout the selection, not only in quotations. The characters are described and talked *about* by an unknown voice or character who uses third person pronouns (he, him, they them); "Father was a little way down the street, talking to Mr. Paddock, the wagon-maker. Almanzo walked slowly toward them." Thus, responses A, C and D are incorrect. None of the characters in the selection is speaking, or narrating, the events of the story. An unknown narrator, response B, speaks in the selection.

Standards-based Assessment Bank 5th Grade Fiction

Performance Data:

The percent of public school students selecting answer choice B for question 5 on the March 2005 Grade 5 Reading Achievement Test was **74%**.

Keywords: point of view

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Short-Answer Question:

6. "I'm going to look around," he said, "and buy me a good little pig."

Give two reasons Almanzo says this at the end of the selection. Write your answer in the **Answer Document**.

Commentary:

This short-answer question asks students to provide two reasons why Almanzo says he is going to buy "a good little pig," which requires students to analyze the motivation for Almanzo's behavior. Students may need to skim the selection to determine their responses.

Performance Data:

The percent of public school students earning each score point for question 6 on the March 2005 Grade 5 Reading Achievement Test was

Percent at Each Score Point		
0	1	2
23%	45%	31%

Standards-based Assessment Bank

5th Grade Fiction

Scoring Guidelines:

Points	Student Response
2	Response contains TWO correct answers from the list below. Examples: <ul style="list-style-type: none"> • Almanzo demonstrates understanding • He can invest money to make money • He understands the concept of hard work • He values money/the importance of money • He doesn't want to waste money on unimportant things/lasting factor (drink versus pig liter/family) • He wants to please dad/ make father proud • His father gave him the idea • He has his father's permission
1	Response contains one correct answer. Example: (one answer from the list above)
0	Response is incorrect.

Keywords: character development, character motivation, analyze

Standard: LT	Benchmark: E	Demonstrate comprehension by inferring themes, patterns and symbols.
GLI:		

Multiple-Choice Question:

7. What is the theme of this selection?
- A. Raising potatoes is hard work.
 - B. Money represents hard work.
 - C. Asking a parent for money can be scary.
 - D. Children are often smarter than adults think.

Commentary:

This multiple-choice question asks students to identify the theme of this selection. A theme is a statement about a literary selection that includes the topic of the selection and a general comment or truth about it. Although "Raising potatoes is hard work" is a true statement, the focus of the selection is not about the process of raising potatoes, but what can be *learned* by

Standards-based Assessment Bank

5th Grade Fiction

raising potatoes, so A is incorrect. Sometimes “Asking a parent for money can be scary,” but the selection deals with the broader topic of child-parent relationships. Thus, response C is incorrect. “Children are often smarter than adults think” is true, but in this selection Almanzo’s Father is truly the wiser of the two. He appeals to Almanzo’s self-esteem and pride by telling him how smart he is, which in turn makes Almanzo realize the value of hard work and money. Thus, response D is incorrect. Father wisely teaches Almanzo that “Money represents hard work,” which is a statement about a topic (money) and a general comment about it (represents hard work), so B is the correct response.

Performance Data:

The percent of public school students selecting answer choice B for question 7 on the March 2005 Grade 5 Reading Achievement Test was **86%**.

Keywords: theme, inference

Standards-based Assessment Bank

5th Grade Fiction

Passage:

Mr. No and Miss Rose

by Amy Gerstin Coombs

Bobby came to live with us the same week we moved. He was a boy of five who never laughed. When I talked to him, he'd stare at me with dark eyes, absorbing every word but saying nothing. He seemed to feel even sadder and more lost than I felt.

At first Bobby and I spent our time sitting on the gray front steps and feeding bread to the pigeons. Eventually, though, I made new friends, too. While we hopscotched and jumped rope on the sidewalk, Bobby watched from the stoop.

In the house to our right lived an older woman I was told to call Miss Rose. I waved to her every morning as she caught the bus to her job, yet she never invited me into her home, and I never saw anyone visit her on weekends.

One morning I was sitting outside with Bobby when the front door opened and a large, black-and-white tomcat limped out. The cat managed to jump up onto the porch railing. Bobby gave a small gasp of excitement.

"You want to pet the cat?" I asked. He nodded his head yes. "Go slowly so you don't scare him," I said.

The cat sat there eying us as we approached, but as soon as Bobby lifted his hand, the animal leaped off the railing and scuttled behind a geranium pot. Just then the front door opened again, and out came Miss Rose.

"That there's Mr. No," she said. "Might take him awhile to cotton to you."

"Why do you call him Mr. No?" I asked.

"Used to tell him, 'No, no, don't do them naughty things' but he just turned a deaf ear! Stubborn old mule." She laughed.

"How old is he?"

"Bless me, how old . . .? Thirteen come this July, I believe."

Miss Rose laughed again, a loud, warm, ringing laugh like a song. "Well, we are old, we two! But he keeps me good company. Mr. No's like my own child."

"Yes, sirree, Mr. No thinks he's just like people—it's broiled fish or nothing for dinner every night!" She clapped her hands together. "Now how'd you like to pet him?" She scooped up Mr. No and held him out to Bobby and me.

Standards-based Assessment Bank

5th Grade Fiction

We were friends with Mr. No after that, and Miss Rose began visiting Sunday afternoons. She seemed especially fond of Bobby, though she complained there was too much commotion in our house with all the kids running wild. Also, she complained about Mama playing the piano every night while we sang along.

"I like music," Miss Rose would say. "But your piano's smack-dab up against the wall to my bedroom, and I have to get my rest."

Pop figured Miss Rose was just used to quiet living and set in her ways. So he moved the heavy piano to another wall.

One Sunday during Miss Rose's usual visit, Mr. No came nosing around the back screen door. We called hello, and Bobby went outside to pet him. It was hot, and soon Bobby came in for some lemonade, leaving Mr. No meowing at the door.

But meowing wasn't enough for Mr. No. Rattling the screen, he jumped up and batted at the metal door handle with his paw.

Mama laughed and said if Mr. No wanted to come in that badly, so be it.

Bobby ran to open the screen door, and Mr. No slunk in. He sniffed the chairs and rugs, then examined the corners. Bobby sat on the floor and solemnly observed the cat's progress.

We turned our attention back to Miss Rose, who had been telling a story about her childhood in the Blue Ridge Mountains.

Suddenly I heard Bobby give one of his excited gasps. Mr. No had jumped onto Mama's piano. I looked at Mama quickly to see what she would do, but she sat there with an amused expression on her face.

Mr. No took one step onto the D key. *Plink!* Then another onto the A key. *Plink!* Then *plink plink plink plink* –he skittered across the keys.

Mama and Miss Rose burst out laughing.

"He's playing the piano!" Mama said.

We all laughed, but one laugh rose above everyone else's. It was Bobby's, high-pitched and jagged, as though rusty from lack of use.

He laughed and echoed Mama, "Mr. No's playing the piano!"

Miss Rose and Mama looked at Bobby, and then they looked at each other.

Standards-based Assessment Bank
5th Grade Fiction

“I’ll make you a deal,” Mama said to Miss Rose. “You let me move my piano back to its rightful spot, and I’ll let Mr. No come over and play the piano anytime he wants.”

Miss Rose’s eyes narrowed. “I need my peace and quiet,” she said. “But I suppose a little less quiet is worth it to hear Bobby laugh.” Bobby ran over and kissed Miss Rose on the cheek.

Standard: RP	Benchmark: C	Make meaning through asking and responding to a variety of questions related to text.
GLI:		

Multiple Choice Question:

28. After her first conversation with Bobby and the narrator, what does Miss Rose begin to do?
- A. visit their house on Sunday afternoons
 - B. let Mr. No eat broiled fish
 - C. play the piano again
 - D. think about moving back to the Blue Ridge Mountains

Commentary:

This multiple-choice question asks students to make meaning of their reading by locating information in the passage that identifies what Miss Rose begins to do after first talking to Bobby and the narrator. Choice A is correct because the author states that Miss Rose began visiting on Sunday afternoons. Choice B is incorrect because Mr. No had been eating broiled fish before Bobby and the narrator first met him. Choice C is incorrect because Miss Rose does not play the piano. Bobby’s mother plays the piano. Choice D is incorrect because no mention of moving back to the Blue Ridge Mountains is made in the passage.

Performance Data:

The percent of public school students selecting answer choice A for question 28 on the March 2006 Grade 5 Reading Achievement was 77%.

Standards-based Assessment Bank

5th Grade Fiction

Keywords: text-based question, making meaning, literal

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Multiple Choice Question:

29. Why does Bobby probably not laugh at the beginning of the selection?
- A. He is afraid of the pigeons.
 - B. He is worried or unhappy.
 - C. He wants to have a cat.
 - D. He misses the mountains.

Commentary:

This multiple-choice question asks students to demonstrate comprehension skills by explaining how a character's actions reveal his motivations. Students are asked to make an inference about what motivates Bobby who doesn't laugh when he first comes to live with the narrator. Choice A is incorrect because no information in the passage indicates that Bobby might be afraid of the pigeons. Choice B is correct because the first paragraph makes reference to Bobby just recently coming to live with the narrator. In addition, the narrator comments that Bobby seemed sadder and more lost than he felt. The student can correctly infer that Bobby doesn't smile because he is worried or unhappy. Choice C is incorrect because no information in the passage indicates or suggests that Bobby wants a cat. Choice D is incorrect because no information in the passage indicates that Bobby lived in or misses the mountains.

Performance Data:

The percent of public school students selecting answer choice B for question 29 on the March 2006 Grade 5 Reading Achievement was 65%.

Keywords: character motivation, characterization, character's actions

Standards-based Assessment Bank
5th Grade Fiction

Standard: RP	Benchmark: C	Make meaning through asking and responding to a variety of questions related to text.
GLI:		

Short Answer Question:

30. Write your answer in the **Answer Document**.

What is one character trait that describes Bobby at the beginning of the selection? Use information from the selection to support your answer.

Commentary:

This short-answer question asks students to make meaning of the passage by answering a text-based question. The student must read the first paragraph carefully to be able to identify the characterization that the author establishes in order to describe one of Bobby’s character traits at the beginning of the selection. The student may respond by describing Bobby as quiet, sad, lonely or shy. These character traits can be supported by the fact that he doesn’t laugh, he stares with dark eyes when the narrator tries to talk to him, and he is described as seeming even sadder and more lost than the narrator.

Scoring Guidelines

Points	Student Response
2	Response contains a correct character trait AND a piece of support. Example (not exhaustive): <u>Character Traits:</u> <ul style="list-style-type: none"> • Quiet • Lonely • Sad • Shy <u>Support:</u> <ul style="list-style-type: none"> • He never laughed • He stared with dark eyes • “He seemed to feel sadder and more lost than I felt.”
1	Response contains a correct character trait only OR a thorough explanation.
0	Response is incorrect.

Standards-based Assessment Bank

5th Grade Fiction

Performance Data:

The percent of public school students earning each score point for question 30 on the March 2006 Grade 5 Reading Achievement:

Performance at Each Score Point		
0	1	2
21%	43%	34%

Keywords: evaluative question, text-related question

Standard: AV	Benchmark: A	Use context clues and text structures to determine the meaning of new vocabulary.
GLI:		

Multiple Choice Question:

31. "She seemed especially fond of Bobby, though she complained there was too much **commotion** in our house with all the kids running wild.

Which word is an antonym for **commotion**?

- A. calm
- B. yelling
- C. traffic
- D. responsibility

Commentary:

This multiple-choice question asks students to determine the meaning of the vocabulary word "commotion" so a logical antonym, or word with opposite meaning, can be selected. The first step in the process is to determine that, within the context of the sentence, the word "commotion" means turbulence or disturbance. The meaning is determined by the context clues "all the kids running wild" and the fact that Miss Rose is complaining about it. Once the meaning of commotion is established, the student then must find a response that represents the opposite of disturbance, turbulence or noise. Choice A is correct because the word calm means the opposite of commotion. Choice B is incorrect because it is an example of what commotion might be; therefore, it does not represent an antonym or opposite. Choice C is incorrect because it also

Standards-based Assessment Bank 5th Grade Fiction

is an example of what commotion might be. “.....kids running wild” might also be expressed as traffic which would not be an antonym or the opposite of commotion. Choice D is incorrect because the word “responsibility” does not reflect the idea of turbulence, noise or disruption.

Performance Data:

The percent of public school students selecting answer choice A for question 31 on the March 2006 Grade 5 Reading Achievement was 49%.

Keywords: antonym, context clues, vocabulary

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Multiple Choice Question:

32. How does Miss Rose feel about the piano in Bobby's house?
- A. She likes to hear the piano when she visits.
 - B. She likes when the kids sing along to the piano.
 - C. She wants to make a deal with Mama about the piano.
 - D. She complains that it keeps her from getting rest.

Commentary:

This multiple-choice question asks students to determine a character's feelings in a literary text. This skill reflects the ability of the student to understand character development based on a character's actions and/or words. In the selection, Miss Rose states that she likes the music from the piano, but that the piano is located on the other side of the wall of her bedroom, and she needs her rest. Choice A is incorrect because the statement does not accurately reflect the idea that she complains about the piano interfering with her rest. Choice B is incorrect for the same reason. It does not reflect the idea that the piano is interfering with her sleep. Choice C is incorrect because Mama is the one who wants to make a deal with Miss Rose. Choice D is correct because it accurately reflects the idea that the piano is interfering with her rest.

Performance Data:

The percent of public school students selecting answer choice D for question 32 on the March 2006 Grade 5 Reading Achievement was 75%.

Standards-based Assessment Bank
5th Grade Fiction

Keywords: character development, characterization, character’s feelings

Standard: AV	Benchmark: A	Use context clues and text structures to determine the meaning of new vocabulary.
GLI:		

Multiple Choice Question:

33. “Rattling the screen, he jumped up and **batted** at the metal door handle with his paw.

What does **batted** mean?

- A. screamed
- B. laughed
- C. swung
- D. looked

Commentary:

This multiple-choice question asks students to determine the meaning of the use of the word “batted” in the sentence based on context clues and text structures. In the sentence the cat jumps at the screen and bats the door handle with his paw. The word “bat” used as a verb, as it is in this sentence, means to strike at or hit. The context clue is the use of Mr. No’s paw and the text structure that determines the meaning of the word is its use as a verb in the sentence. Choice A is incorrect because the word “screamed” does not apply to something a cat would do with its paw. Choice B is incorrect for the same reason; “laughed” does not apply to something a cat would do with its paw. Choice C is correct because the word “swung” appropriately represents the meaning of to strike or hit and is something a cat would do with its paw. Choice D is incorrect because the word “looked” does not represent something a cat would do with its paw.

Performance Data:

The percent of public school students selecting answer choice C for question 33 on the March 2006 Grade 5 Reading Achievement was 88%.

Keywords: vocabulary, context clues, definition

Standards-based Assessment Bank
5th Grade Fiction

Standard: LT	Benchmark: G	Explain how figurative language expresses ideas and conveys mood.
GLI:		

Multiple Choice Question:

34. "Suddenly I heard Bobby give one of his excited gasps. Mr. No had jumped onto Mama's piano. I looked at Mama quickly to see what she would do, but she sat there with an amused expression on her face."

What mood is the author creating?

- A. relaxed
- B. bored
- C. cheerfulness
- D. disappointment

Commentary:

This multiple-choice question asks students to interpret how an author's choice of words suggests mood. The scene described in this question focuses on Mama's reaction to the cat jumping on her piano. The author's choice of words in the clause, "...she sat there with an amused expression on her face" give the student the clues needed to identify that the mood being created is one of agreeable entertainment. Choice A is incorrect because it does not accurately indicate enough of an agreeable quality of the mood created by the author. Choice B is incorrect because no words in the selection convey the idea that anyone is bored. Choice C is correct because the word cheerfulness conveys the idea of agreeable acceptance. Choice D is incorrect because no words in the selection indicate that anyone is feeling disappointment.

Performance Data:

The percent of public school students selecting answer choice C for question 34 on the March 2006 Grade 5 Reading Achievement was 67%.

Keywords: mood, word choice

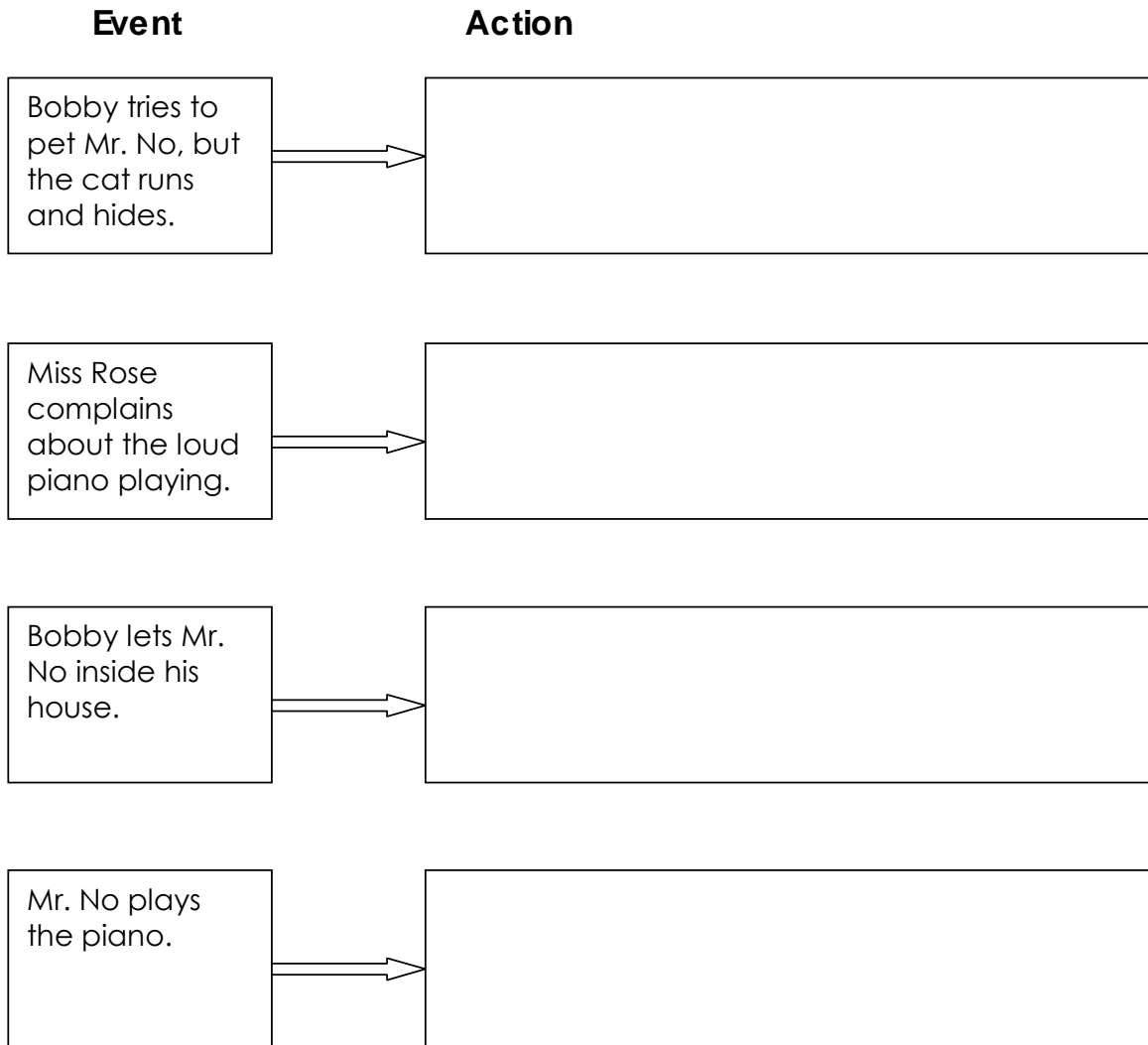
Standards-based Assessment Bank
5th Grade Fiction

Standard: LT	Benchmark: C	Identify the elements of plot and establish a connection between an element and a future event.
GLI:		

Extended Response Question:

35. In the **Answer Document** fill in the chart to describe how each event influences other actions in the selection.

Events and Actions Chart



Standards-based Assessment Bank

5th Grade Fiction

Commentary:

This extended-response question asks students to identify the elements of plot and establish a connection between an element and a future event. Students must read the event listed in the box and then demonstrate how the event influences other actions in the selection. This type of question encourages students to show their ability to understand not only the connections between events in the plot, but also their ability to sequence events in the proper order. The first box addresses the event of Bobby trying to pet Mr. No who runs and hides. An acceptable response for this event would include Miss Rose comes out of her house and tells the boys about Mr. No which leads to their becoming friends. In addition, Miss Rose holds the cat so that Bobby can pet him. The second box includes the event of Miss Rose complaining about the piano music. An acceptable response would include information from the selection about them moving the piano or Pop deciding that Miss Rose doesn't like noise and prefers the quiet. The third event box centers on Bobby allowing Mr. No in his house which leads to several other events including Mr. No sniffing the chairs, rugs and corners of the house and eventually jumping on and playing the piano. Included as part of this plot development is Bobby's careful observation of what Mr. No is doing once he is allowed in the house. The final event box addresses the event of Mr. No playing the piano. In response to this event, everyone laughs and Mama and Miss Rose make a deal; they can move piano back and Mr. No can play the piano anytime he wants.

Scoring Guidelines:

Points	Student Response
4	<p>Response contains FOUR correct actions for each event listed. Example:</p> <p><u>Event #1</u></p> <ul style="list-style-type: none"> • Miss Rose tells them about Mr. No • Miss Rose comes out/opens door • They become friends with Miss Rose • Miss Rose holds out cat (to let Bobby pet) • They talk with Miss Rose <p><u>Event #2</u></p> <ul style="list-style-type: none"> • They move the piano (only accept They, Pop, Father move it, or Mother decides to) • Pop figures she likes quiet living/quiet/ or doesn't like noise <p><u>Event #3</u></p> <ul style="list-style-type: none"> • Mr. No sniffs chairs/rugs/corners • Bobby observes the cat's progress / Bobby watches the cat • Cat jumps on the piano/plays piano <p><u>Event #4</u></p> <ul style="list-style-type: none"> • Everyone Laughs • Bobby laughs • Mama and Miss Rose make a deal/ They can move piano back and Mr. No can play the piano anytime he wants

Standards-based Assessment Bank 5th Grade Fiction

3	Response contains three correct actions.
2	Response contains two correct actions.
1	Response contains one correct action.
0	Response is incorrect.

Performance Data:

The percent of public school students earning each score point for question 35 on the March 2006 Grade 5 Reading Achievement:

Performance at each Score Point				
4	3	2	1	0
22%	22%	15%	12%	27%

Keywords: plot development, plot, main incidents

Standard: RP	Benchmark: B	Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
GLI:		

Multiple Choice Question:

36. At the conclusion of the selection, what does Bobby's kiss on Miss Rose's cheek show?
- A. He is sorry about letting Mr. No play the piano.
 - B. He really loves hearing Miss Rose play the piano.
 - C. He appreciates Miss Rose's decision to allow Mr. No to visit his house.
 - D. He enjoys Miss Rose's stories about the Blue Ridge Mountains.

Commentary:

This multiple-choice question asks students to make predictions based on information in the text. At the conclusion of the selection Bobby's giving Miss Rose a kiss on the cheek represents a significant change in his character. The student is asked to examine the event and analyze what it most likely signifies. The answer to this question is not explicitly stated in the text, but is something the student can predict based on the events that have preceded it. In the first part of the selection Bobby shows no interest in anything; he is trying to adjust to his new surroundings

Standards-based Assessment Bank

5th Grade Fiction

and seems sad. With the arrival of Mr. No in the selection, Bobby seems to find something he cares about. Choice A is incorrect because Bobby is the one who laughs the loudest when Mr. No plays the piano. Choice B is incorrect because Miss Rose does not play the piano. Choice C is correct because Bobby has demonstrated his interest in the cat throughout the selection. His kiss for Miss Rose occurs immediately following her announcement that Mr. No will be permitted to visit and play the piano. It is safe to predict that the reason he kisses Miss Rose is due to her decision. Choice D is incorrect because no information can be found in the selection to indicate that Bobby enjoyed Miss Rose's stories about the Blue Ridge Mountains; in fact, he watches the cat while she is telling her stories.

Performance Data:

The percent of public school students selecting answer choice C for question 36 on the March 2006 Grade 5 Reading Achievement was 81%.

Keywords: prediction, inference

Standards-based Assessment Bank

5th Grade Fiction

Passage:

Justin and the Best Biscuits in the World

By Mildred Pitts Walter

The pie-eating contest was just about to start. The judges stood ready to determine who could eat the most pie the fastest. Justin stretched up as tall as he could, waving his hand, trying to attract a judge's attention. He knew he could eat a lot of pie. A judge pointed at him. He entered the competition. A whole chocolate pie in front of him did not dim his enthusiasm.

Quickly he ate one piece, two, three, but when he glanced at the boy next to him, he almost choked with surprise. A whole pie had been downed, and all but one piece of another.

If only he hadn't eaten so many biscuits for breakfast, he thought as he finished the last piece on the plate. Another pie was plopped in front of him. But before he could finish the first piece of it, the buzzer sounded. Time up! The boy next to him had eaten all but one piece of his second pie. He won only second place, though. The winner had eaten two whole pies!

"You did good," Justin said to the winner next to him.

The boy sighed, held his stomach, then placed his head on the counter.

"Don," a lady said, putting her hand on his shoulder "you all right?"

"O-h-h-h, Ma," Don said.

"We had better move on, Justin," Grandpa said, and led Justin through the crowd.

Justin felt nothing but stuffed. He thought of the boy called Don and was glad the buzzer rang before he had a chance to eat more of that pie. He and Grandpa wandered through the big barnlike building looking at the prize-winning carrots, pumpkins, squash, and tomatoes.

Standards-based Assessment Bank
5th Grade Fiction

Standard: LT	Benchmark: G	Explain how figurative language expresses ideas and conveys mood.
GLI:		

Multiple Choice Question:

16. "Quickly he ate one piece, two, three, but when he glanced at the boy next to him, he almost choked with surprise."

In the sentence above, what is the reason Justin almost "choked with surprise"?

- A. Justin is eating at a fast pace.
- B. Justin is amazed by how much Don ate.
- C. Justin is shocked to be chosen for the contest.
- D. Justin is upset because he knows that he will lose.

Commentary:

This question asks students to use their understanding of the idiom "choked with surprise" to interpret the sentence about Justin from the selection. Students at the 5th grade level are expected to identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification. Answer choice A is incorrect. This sentence, if interpreted literally, could be close to true. Justin did eat fast but did not physically choke. Answer choice B is correct. Justin was astonished to see how much pie Don had eaten when he glanced over at him. Answer choice C is incorrect. Justin was excited, not shocked, to be chosen for the contest. He wanted to compete. Answer choice D is incorrect. There is no evidence that Justin is upset or angry because he believes that he will lose.

Performance Data:

The percent of public school students selecting answer choice B for question 16 on the May 2007 Grade 5 Reading Achievement was 85%.

Keywords: figurative language, idiom

Standards-based Assessment Bank
5th Grade Fiction

Standard: AV	Benchmark: F	Use multiple resources to enhance comprehension of vocabulary.
GLI:		

Multiple Choice Question:

17. “The judges stood ready to **determine** who could eat the most pie the fastest.”

Which definition for the word **determine** is used in the sentence above?

determine (dĕ-tĕrĭn, mĕn) v. 1) to influence strongly 2) to decide 3) to regulate 4) to bring about

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

Commentary:

This question asks students to use a dictionary entry to determine the meaning of the word **determine** as it is used in this sentence. Students at the 5th grade level are expected to determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes and sidebars. Answer choice A is incorrect. This meaning of determine is used when an event or action influences someone or something. Answer choice B is correct. The people watching the pie eating contest were trying to determine, or decide, which one of the competitors would be the winner. Answer choice C is incorrect. This definition of **determine** is often used when making an attempt to control something and bring it to the desired level and does not fit the context of this sentence. Answer choice D is incorrect. **Determine** in this sense means to cause something to occur and does not fit the context of this sentence.

Performance Data:

The percent of public school students selecting answer choice B for question 17 on the May 2007 Grade 5 Reading Achievement was 84%.

Keywords: dictionary, resources, definition, word meaning

Standards-based Assessment Bank
5th Grade Fiction

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Short Answer Question:

18. Explain how Justin feels after the pie-eating contest and why he feels this way.

Commentary:

This question asks students to make decisions about Justin’s feelings based on information in the selection. Students at the 5th grade level are expected to explain how a character’s thoughts, words and actions reveal his or her motivations according to the Grade 5 Ohio Academic Content Standards in English Language Arts.

Scoring Guidelines

Exemplar Response:	
Points	Student Response
2 point	<p>The response provides one feeling (state of mind or state of being) AND one reason: Examples:</p> <ol style="list-style-type: none"> 1. Justin is surprised/amazed — AND — he was shocked by how much the other boy ate. 2. Justin is grateful/relieved — AND — he didn’t eat more pie/he didn’t get a stomachache. 3. Justin feels glad — AND — the buzzer rang before he had a chance to eat more of the pie. 4. Justin feels sorry for Don — AND — Don felt sick/had a stomachache after the contest. 5. Justin feels stuffed — AND — he ate too much pie and/or too many biscuits. <p>Unacceptable feeling (state of mind or state of being):</p> <ol style="list-style-type: none"> 1. Justin feels sick. 2. Justin feels disappointed/upset/not too good (about losing).

Standards-based Assessment Bank 5th Grade Fiction

	NOTE: If two feelings are given and incorrect support is given for one of the feelings, then the response receives a “0” because it is left up to the scorer to pick what is correct or incorrect.
1 point	The response provides at least one logical feeling (state of mind or state of being) and the supporting detail is incorrect (attempt is made but is incorrect). If a response contains two feelings – one logical feeling and one illogical/ incorrect feeling, the response will be scored a 0.
0 point	Response is incorrect, irrelevant, shows no understanding of the task, or is blank.

Performance Data:

The percent of public school students earning each score point for question 18 on the May 2007 Grade 5 Reading Achievement:

Percent at Each Score Point		
0	1	2
47%	16%	37%

Keywords: character, characteristics

Standard: RP	Benchmark: C	Make meaning through asking and responding to questions related to text.
GLI:		

Multiple Choice Question:

19. Why does Don put his head on the counter?
- A. He is sad he left one slice of pie.
 - B. He feels embarrassed.
 - C. He is happy he won.
 - D. He feels very full.

Standards-based Assessment Bank

5th Grade Fiction

Commentary:

This question asks students to make an inference about why Don put his head down on the counter after the pie eating contest was over. Students at the 5th grade level are expected to answer literal, inferential and evaluative questions to demonstrate comprehension. Answer choice A is incorrect. There is nothing in the selection that indicates that Don is upset because he left a piece of his second pie. Answer choice B is incorrect. Don may be feeling uncomfortable because he ate so much, but the information in the selection does not lead the reader to infer that he was embarrassed in any way. Answer choice C is incorrect. While Don was indeed the winner of the contest, he ate so much pie that he felt as though he would be sick. Answer choice D is incorrect. Don was the winner of the contest because he ate more pie than the other contestants in the contest. Because he ate so much he felt very full once the contest was complete.

Performance Data:

The percent of public school students selecting answer choice D for question 19 on the May 2007 Grade 5 Reading Achievement was 92%.

Keywords: inferential question, comprehension

Standard: RP	Benchmark: C	Make meaning through asking and responding to questions related to text.
GLI:		

Multiple Choice Question:

20. By the end of the selection, why is Justin glad the buzzer rings?
- A. He thinks the contest is going to start over.
 - B. He wants to walk around with Grandpa.
 - C. He thinks that he won the contest.
 - D. He wants to stop eating pie.

Commentary:

This question asks students to answer an inferential question about Justin and his feelings about the ring of the buzzer at the end of the contest. Students at the 5th grade level are expected to answer literal, inferential and evaluative questions to demonstrate comprehension according to the Grade 5 Ohio Academic Content Standards in English Language Arts. Answer

Standards-based Assessment Bank 5th Grade Fiction

choice A is incorrect. There is no mention in the selection about the signal that indicated the contest was about to begin. Answer choice B is incorrect. While Justin enjoyed walking around the carnival or fair with his grandfather, this was not the reason he was grateful that the buzzer rang. Answer choice C is incorrect. Justin is aware that Don finished a whole pie and left only one piece of another while he hadn't even started his second pie. He knew that he had not won the contest. Answer choice D is correct. Because Justin had eaten a large breakfast that included biscuits, he was full before he began the contest. When the buzzer sounded, Justin was grateful that he would not have to try to eat anymore.

Performance Data:

The percent of public school students selecting answer choice D for question 20 on the May 2007 Grade 5 Reading Achievement was 89%.

Keywords: inferential question, comprehension

Standard: LT	Benchmark: E	Demonstrate comprehension by inferring themes, patterns and symbols.
GLI:		

Multiple Choice Question:

21. What is the theme of this selection?
- A. Being nice to others is rewarding.
 - B. Winning may not be very satisfying.
 - C. It is smart to eat breakfast each morning.
 - D. It is important to spend time with your family.

Commentary:

This question asks students to select the statement that best represents the theme of the selection. Students at the 5th grade level are expected to summarize stated and implied themes. Answer choice A is incorrect. Justin was nice to Don in the selection, but his actions are not reflective of the theme of this selection. Answer choice B is correct. Justin may have lost the contest, but he was not as miserable as Don. He was satisfied with his performance and glad that he didn't have to eat any more pie. This is an accurate theme statement for this selection. Answer choice C is incorrect. The reason that Justin lost the pie-eating contest was because he had had a large breakfast. This does not reflect the theme of the selection. Answer choice D is

Standards-based Assessment Bank

5th Grade Fiction

incorrect. It is apparent that Justin enjoys spending time with his grandfather, but that is not the focus of this selection. This does not reflect the theme.

Performance Data:

The percent of public school students selecting answer choice B for question 21 on the May 2007 Grade 5 Reading Achievement was 71%.

Keywords: theme

Standards-based Assessment Bank

5th Grade Fiction

Passage:

Song and Dance Man

by Karen Ackerman

Grandpa was a song and dance man who once danced on the vaudeville stage.

When we visit, he tells us about a time before people watched TV, back in the good old days, the song and dance days.

"I wonder if my tap shoes still fit?" Grandpa says with a smile. Then he turns on the light to the attic, and we follow him up the steep, wooden steps.

Faded posters of Grandpa when he was young hang on the walls. He moves some cardboard boxes and a rack of Grandma's winter dresses out of the way, and we see a dusty brown, leather-trimmed trunk in the corner.

As soon as Grandpa opens it, the smell of cedar chips and old things saved fills the attic. Inside are his shoes with the silver, half-moon taps on the toes and heels, bowler hats and top hats, and vests with stripes and matching bow ties.

After wiping his shoes with a cloth he calls a shammy, Grandpa puts them on.

He sprinkles a little powder on the floor, and it's show time.

He says "Watch this!" and does a new step that sounds like a woodpecker tapping on a tree. Suddenly, his shoes move faster, and he begins to sing.

The song and dance man stops and leans forward with a wink.

"Know how to make an elephant float?" he asks. "One scoop of ice cream, two squirts of soda, and three scoops of elephant!"

We've heard that joke before, but the song and dance man slaps his knee and laughs until his eyes water.

He tries to wipe them with a red hanky from his vest pocket, but the hanky just gets longer and longer as he pulls it out. He looks so surprised that we start laughing too, and it feels like the whole attic is shaking.

Sometimes we laugh so hard, the hiccups start, and Grandpa stops to bring us a glass of water from the bathroom.

Once our hiccups are gone, he gets a gold-tipped cane and black silk top hat from the trunk. He lowers his eyes and tips the hat, and he's standing very still.

Standards-based Assessment Bank 5th Grade Fiction

All the lights are turned low except one that shines on his polished tap shoes. It's the grand finale, so the song and dance man takes a deep breath. He lifts the cane and holds it in both hands.

Slowly, he starts to tap. His shoes move faster and faster, and the sounds coming from them are too many to make with only two feet.

We stand up together and clap our hands, shouting "Hurray!" and "More!" but Grandpa only smiles and shakes his head, all out of breath. He takes off his tap shoes, wraps them gently in the shammy cloth, and puts them back in the leather-trimmed trunk. He carefully folds his vest and lays the top hat and cane on it, and we follow him to the stairway.

Grandpa holds on to the rail as we go down the steps.

At the bottom he hugs us, and we tell him we wish we could have seen him dance in the good old days, the song and dance days. He smiles and whispers that he wouldn't trade a million good olds days for the days he spends with us.

But as he turns off the attic light, Grandpa glances back up the stairs, and we wonder how much he really misses that time on the vaudeville stage, when he was a song and dance man.

Standard: LT	Benchmark: A	Describe and analyze the elements of character development.
GLI:		

Multiple Choice Question:

1. Why does Grandpa glance back up the stairs at the end of the selection?
 - A. He is still remembering his song and dance days.
 - B. He has decided to bring his tap shoes downstairs.
 - C. He wishes he could spend more time with his grandchildren.
 - D. He remembers something else he wants to show his grandchildren.

Standards-based Assessment Bank

5th Grade Fiction

Commentary:

This question asks students to make a determination about the reasons for Grandpa's actions based on what they have already read in the text. Students at the 5th grade level are expected to explain how a character's thoughts, words and actions reveal his or her motivations. Answer choice A is correct. Grandpa glances back up the stairs to where all of his vaudeville props are, and reflects on the fun that he had when he was a song and dance man. Answer choice B is incorrect. Grandpa leaves all of his vaudeville props upstairs in a special place. Answer choice C is incorrect. He loves the time that he gets to spend with his grandchildren. He recognizes that pursuing a career with his dancing would take time away from his visits with them. Answer choice D is incorrect. The children and he are leaving the attic because grandpa has finished showing them his vaudeville act. He has not left something behind.

Performance Data:

The percent of public school students selecting answer choice D for question 1 on the May 2007 Grade 5 Reading Achievement was 94%.

Keywords: character development, motivation

Standard: RP	Benchmark: A	Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
GLI:		

Multiple Choice Question:

2. What do the children think about Grandpa?
- A. They wish they could dance like he does.
 - B. They are proud of the way that he dances.
 - C. They are worried about his health as he grows older.
 - D. They wonder what he liked to do when he was young.

Commentary:

This question asks students to interpret what the actions of the grandchildren tell the reader about how they feel about their grandfather. Students at the 5th grade level are expected to establish and adjust purpose for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. Answer choice A is incorrect. The grandchildren enjoy watching their grandpa dance, but show no desire to do so themselves. Answer choice B is correct. The two children love to visit their grandpa and especially enjoy his performances for them. Answer

Standards-based Assessment Bank
5th Grade Fiction

choice C is incorrect. There is no evidence in the selection that the children are concerned about grandpa’s age. Answer choice D is incorrect. The children know that grandfather enjoyed performing on the vaudeville stage when he was young.

Performance Data:

The percent of public school students selecting answer choice B for question 2 on the May 2007 Grade 5 Reading Achievement was 62%.

Keywords: purpose for reading

Standard: RP	Benchmark: C	Make meaning through asking and responding to a variety of questions related to the text.
GLI:		

Multiple Choice Question:

3. Why does Grandpa sprinkle powder on the attic floor?
- A. to make his grandchildren laugh
 - B. to have the attic smell pleasant
 - C. to prepare for his tap dance
 - D. to complete a magic trick

Commentary:

This question asks students to make an inference about Grandpa’s actions when he sprinkled powder on the floor. Students at the 5th grade level are expected to answer literal, inferential and evaluative questions to demonstrate comprehension of grade appropriate text. Answer choice A is incorrect. Grandpa does make his grandchildren laugh during his performance but he does that by telling jokes, not sprinkling powder. Answer choice B is incorrect. Grandpa does not sprinkle powder to change the smell in the attic. Answer choice C is correct. Many tap dancers sprinkle powder on the floor to make it more slippery and easier to dance. Answer choice D is incorrect. Grandpa does several magic tricks during his act, but sprinkling powder is not a part of any of them.

Performance Data:

The percent of public school students selecting answer choice C for question 3 on the May 2007 Grade 5 Reading Achievement was 94%.

Standards-based Assessment Bank 5th Grade Fiction

Keywords: inference, inferential question

Standard: LT	Benchmark: B	Analyze the importance of setting.
GLI:		

Multiple Choice Question:

4. Why is the attic an appropriate setting for this selection?
- A. Grandpa often practices his tap dancing in the attic.
 - B. The attic is where Grandpa keeps his reminders from the past.
 - C. The attic is where Grandpa hides old things he wants to keep secret.
 - D. There is a lot of space in the attic for Grandpa to spin and jump around.

Commentary:

This question asks students to determine the importance of the attic setting to the story line in this selection. Students at the 5th grade level are expected to explain the influence of setting on the selection. Answer choice A is incorrect. There is no evidence in the selection that Grandpa practices his act before he performs. Because things are packed away in the attic, frequent visits to the attic do not occur. Answer choice B is correct. All of the props from Grandpa's vaudeville days are stored in the attic and each of them reminds him of times past. Answer choice C is incorrect. Grandpa loves to share his past entertainment experience with his grandchildren; he is not hiding it or keeping it secret from them. Answer choice D is incorrect. The amount of empty space in the attic is not discussed in this selection.

Performance Data:

The percent of public school students selecting answer choice B for question 4 on the May 2007 Grade 5 Reading Achievement was 77%.

Keywords: setting

Standards-based Assessment Bank

5th Grade Fiction

Standard: AV	Benchmark: A	Use context clues and text structures to determine the meaning of new vocabulary.
GLI:		

Multiple Choice Question:

5. "He lowers his eyes and tips the hat, and he's standing very still. All the lights are turned low except one that shines on his polished tap shoes. It's the grand **finale**, so the song and dance man takes a deep breath."

What does the word **finale** mean in the selection?

- A. ending
- B. request
- C. audience
- D. movement

Commentary:

This question asks students to determine the meaning of the word **finale** by using the context, or information around that word. Students at the 5th grade level are expected to determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues. Answer choice A is correct. **Finale** is a term common to the theatric and music world meaning the last event or song. Ending is the correct meaning for **finale**. Answer choice B is incorrect. The word request means to ask something of someone and does not carry the meaning of the word **finale**. Answer choice C is incorrect. The word audience is usually associated with theatric or musical events; however audience refers to the people watching the event, not what happens at the end, or in the **finale**. Answer choice D is incorrect. Certain musical pieces can be divided into movements, but this word does not represent or carry the meaning of the word **finale**.

Performance Data:

The percent of public school students selecting answer choice A for question 5 on the May 2007 Grade 5 Reading Achievement was 91%.

Keywords: context clues, word meaning

Standards-based Assessment Bank

5th Grade Fiction

Standard: AV	Benchmark: F	Use multiple resources to enhance comprehension of vocabulary.
GLI:		

Multiple Choice Question:

6. "He smiles and whispers that he wouldn't trade a million good old days for the days he **spends** with us."

Which meaning of **spend** is used in the sentence above?

spend (spĕnd) (v. 1) to pay out 2) to wear out or exhaust 3) to pass time 4) to waste

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

Commentary:

This question asks students to determine the meaning of the word **spend** using a dictionary entry. Students at the 5th grade level are expected to determine the meaning and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. Answer choice A is incorrect. Grandfather's message is not about paying or **spending** money on his grandchildren. Answer choice B is incorrect. Grandpa does seem to tire out after he has performed for his grandchildren, but his state of being is not what is being referred to in this sentence. Answer choice C is correct. Grandfather lets his grandchildren know that there is nothing more important to him than passing the time with them. The meaning of the word **spend**, in this context, is to pass time. Answer choice D is incorrect. Grandfather is not wasting energy or materials when he is **spending** time with his grandchildren performing in the attic.

Performance Data:

The percent of public school students selecting answer choice C for question 6 on the May 2007 Grade 5 Reading Achievement was 77%.

Keywords: dictionary, definition, resources, word meaning

Standards-based Assessment Bank
5th Grade Fiction

Standard: RP	Benchmark: B	Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
GLI:		

Short Answer Question:

7. Predict what Grandpa would do if he were offered the chance to dance on the stage again. Support your prediction with one detail from the selection. (2 points)

Commentary:

This question asks students to make a prediction about grandfather based on what they have read in the selection. Students at the 5th grade level are expected to predict and support predictions with specific references to textual examples that may be in widely separated sections of text.

Scoring Guidelines

Exemplar Response:	
Points	Student Response
2 point	<p>Points awarded for a complete and accurate statement. Response includes only one of the following predictions –AND– one supporting detail related to that prediction.</p> <p>PREDICTION 1: Grandpa would go back to a dancing career.</p> <p>SUPPORT:</p> <ul style="list-style-type: none"> ▪ He tried to recreate the vaudeville stage in his attic. ▪ He performs for his grandchildren (every time they come over). ▪ He saved all of his old costumes/clothing/posters from his dancing days/"old things saved." ▪ He tells the same stories/talks about the good old days performing as a vaudeville dancer. ▪ He smiles/winks/tells the same jokes/laughs (until his eyes water) about it. ▪ He glances back up the stairs.

Standards-based Assessment Bank 5th Grade Fiction

2 point	<p>PREDICTION 2: Grandpa would not go back to a dancing career.</p> <p>SUPPORT:</p> <ul style="list-style-type: none"> ▪ He tells his grandchildren that he wouldn't trade the good old days for the days he spends with them/He would miss his grandchildren too much. ▪ He smiles and shakes his head and/or is out of breath. ▪ He is old – “back in the good old days,” “when he was young,” “out of breath,” “hold onto the rail” (Must qualify “He is old” with more detail from the text). ▪ He can have just as much fun performing/pretending in his attic. <p>NOTE: No point will be awarded for a correct supporting detail if the prediction upon which it is based is incorrect or missing.</p> <p>NOTE: The prediction must focus on the grandfather's thoughts and actions, not the grandchildren's actions or desires – ex. they would get to see him as the song and dance man.</p>
1 point	<p>Point awarded for a partially complete or somewhat inaccurate statement. Response includes one of the predictions listed above with an incorrect, vague or missing supporting detail. NOTE: No point will be awarded for a correct supporting detail if the prediction upon which it is based is incorrect or missing.</p>
0 point	<p>No point awarded if a statement is non-existent or completely inaccurate. Response does not contain one of the predictions listed above, is incomplete, irrelevant, shows no understanding of the task, or is blank.</p>

Performance Data:

The percent of public school students earning each score point for question 7 on the May 2007 Grade 5 Reading Achievement:

Percent at Each Score Point		
0	1	2
18%	42%	40%

Keywords: prediction, support, textual examples