This test booklet contains several different types of questions as shown below. Each sample shows what a certain type of question looks like in the test booklet. Respond to each problem in your answer booklet. Let’s begin!

Sample A – Multiple-choice, single-correct response:

Read the sentence and answer the question that follows.

Mrs. Johnson was late for School today because her car ran out of gas on Main Street.

Which word has a mistake in capitalization?

A. Mrs.
B. Johnson
C. School
D. Main

Sample B – Multiple-choice, multiple-correct response:

A student is writing a report about ants. He is looking for information about the body structure of ants.

Choose two sentences that have information about ants’ bodies.

A. Army ants eat worms and spiders.
B. Ants have large heads and powerful jaws.
C. Queen ants are responsible for laying eggs.
D. Ants have been around for millions of years.
E. Ants eat almost anything that a person will eat.
F. Ants have a hooked claw at the end of each leg.
ENGLISH LANGUAGE ARTS

Sample C – Two-part multiple choice, with evidence responses:
Read the passage and answer the questions that follow.

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.
It followed her to school one day,
Which was against the rule;
It made the children laugh and play
To see a lamb at school.
And so the teacher turned it out,
But still it lingered near;
And waited patiently about
Til Mary did appear.
Why does the lamb love Mary so?
The eager children cry;
Why, Mary loves the lamb, you know,
The teacher did reply.

This question has two parts. First, answer part A. Then, answer part B.

Part A
Which sentence best describes the main idea of the passage?

A. The children are jealous of the lamb.
B. The lamb loves Mary and wants to be close to her.
C. The teacher is patient about the lamb coming to school.
D. Mary pays more attention to the lamb than to her schoolwork.

Part B continued on following page.
Part B
Which lines from the passage best support your answer in part A?

A. “Mary had a little lamb, / Its fleece was white as snow;”
B. “And everywhere that Mary went / The lamb was sure to go.”
C. “It made the children laugh and play / To see a lamb at school.”
D. “Why, Mary loves the lamb, you know, / The teacher did reply.”

Sample D – Short-text response:
A student is writing an opinion letter to her teacher about school lunch options. Read the draft paragraph from the letter and complete the task that follows.

The more food choices kids have during lunch, the less food they will throw away. Some kids who don’t like to eat hot food in the middle of the day would probably choose a sandwich and yogurt if it were offered. There are also students who do not eat meat, but would still like something warm and filling. There is so much waste at the end of the lunch period every day. Surely some more food options would help everyone find something they like that they would actually eat.

The beginning of the student’s letter does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about. Write your answer in the lines provided in the answer booklet.

Sample E – Matching-table response:
Complete the chart to show when different animals are active. For each animal listed, select either D for day or N for night.

<table>
<thead>
<tr>
<th></th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>bat</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>owl</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>eagle</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>squirrel</td>
<td></td>
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</tbody>
</table>
Sample F - Full write response:

Your assignment:
Your teacher is creating a bulletin board display in the school library to show what your class has learned about different kinds of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being on astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.
Select two.

Since the beginning of the school year, my fellow students and I have questioned why we cannot choose what we want to eat for lunch. Lunch is a very important part of our school day. Eating lunch keeps us going and gives us the energy we need to learn in class. We believe our school should offer a better variety of lunch options, and we have some important reasons why we feel this way.
This section of the test booklet contains more questions to practice on your own. Your responses will not be scored for this practice section.

Read the passage and answer questions 1–4.

Coyote Tries to Steal the Honey

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

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

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

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

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

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

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.
1. Which sentence best describes the lesson that Coyote learns in this passage?

A. Coyote learns that he does not like the taste of honey after all.
B. Coyote learns about the skills bears use to get food in the wild.
C. Coyote learns how to make a bear suit out of materials in the forest.
D. Coyote learns that he should not try to take things that belong to others.

2. Read the sentences from the passage.
As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word similar suggest? Pick two choices.
A. Coyote was surprised and made an unusual sound.
B. The sound Coyote made was meant to calm the bees.
C. Coyote made a sound like a bear growling to tease the bees.
D. The sound coyote made blended in with the sound of the bees.
E. The sound Coyote made was very loud to scare away the bees.
This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which statement that best explains how the characters’ actions show their relationship in the passage.

A. The frightened bear stayed away from the coyote.

B. The bear and coyote worked together to get honey.

C. The coyote learned how to get honey by watching the bear.

D. The bear learned how to get honey by watching the coyote.

**Part B**

Which sentences from the passage best support your answer in Part A? Select all that apply.

A. Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees’ sweet honey.

B. He knew that Bear was able to simply take the honey from the base of the tree.

C. The bees made angry noises, but that did not seem to bother Bear one bit.

D. They swarmed around his big dark body as he sat and ate.

E. When he was finished he shook them off, got up, and waked away.

F. Coyote thought about this all summer.

G. If he could just make a suit that looked like Bear’s, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.
4 What conclusion can be drawn about the author’s point of view? Support your answer with details from the passage. **Write your answer in the lines provided in the answer booklet.**

5 A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can’t be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

The beginning of the student’s essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about. **Write your answer in the lines provided in the answer booklet.**
On the actual summative assessment you will read 2-3 sources before answering research questions. For the purpose of this sample test we have not included source materials.

6 Complete the chart to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

<table>
<thead>
<tr>
<th>Source #1: What is an Astronaut?</th>
<th>Source #2: Life in Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Astronauts feel weak when they come back from space.</td>
<td></td>
</tr>
<tr>
<td>b. Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.</td>
<td></td>
</tr>
<tr>
<td>c. Astronauts have a special view of earth from space.</td>
<td></td>
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</tbody>
</table>