ELA Assessment Samples

Grade	3	**Item Type**	TEI: FIB
Standard	CCSS.L.3.1.B	**DOK**	1
Stem	Select the correct answers from the lists. Jim's family <list 1> the day at the beach. Jim and his brother <list 2> each other in the sand.		
Answer Options	list 1: spended; spent list 2: buried; buryed		
Key	Jim's family <spent> the day at the beach. Jim and his brother <buried> each other in the sand.		

Grade	4	**Item Type**	MC
Standard	CCSS.L.4.1.A	**DOK**	1
Stem	Read the sentence. Mr. Sanchez wants to know whom left the gift on his desk. Which change, if any, should be made to this sentence?		
Answer Options	A. change “wants” to “want” B. change “know” to “knew” C. change “whom” to “who” D. no change needed		
Option Rationales	A. The subject of the sentence (Mr. Sanchez) is singular, so the singular form of the verb is correct. B. The sentence is written in present tense, so “know” is correct. C. Correct D. The sentence contains an error that needs to be corrected.		

<table>
<tr><td>Grade</td><td>5</td><td>Item Type</td><td>CR</td></tr>
<tr><td>Standard</td><td>CCSS.L.5.2.A</td><td>DOK</td><td>2</td></tr>
<tr><td>Stem</td><td colspan="3">Read the sentence.

Carla and Peter gathered the supplies they would need for their project: glue scissors a piece of poster board magazines and markers.

Rewrite the sentence using correct punctuation.</td></tr>
<tr><td>Key</td><td colspan="3">Carla and Peter gathered the supplies they would need for their project: glue, scissors, a piece of poster board, magazines, and markers.</td></tr>
<tr><td>Rubric</td><td colspan="3"><table>
<tr><td>2</td><td>Response includes all of the needed commas.</td></tr>
<tr><td>1</td><td>Response includes most of the commas needed but is missing no more than one.</td></tr>
<tr><td>0</td><td>No response is provided, response is irrelevant, or response is missing more than one needed comma.</td></tr>
</table></td></tr>
</table>

Grade	7	**Item Type**	MC
Standard	CCSS.L.7.2.B	**DOK**	1
Stem	Read the sentence. Reid <u>accidentily</u> ruined the surprise he and his sister had been planning for their mother. What is the correct spelling of the underlined word?		
Answer Options	A. accidenttily B. accidentally C. accidentaly D. accidently		
Option Rationales	A. This word is misspelled. B. Correct C. This word is misspelled. D. This is a common misspelling of the word.		

Grade	8	**Item Type**	MC
Standard	CCSS.L.8.5.C	**DOK**	2
Stem	Read the sentence. Tina watched the sunset from the bank of the river and thought that she had never seen anything so <u>pretty</u>. Which word with the **most positive** connotation could replace the underlined word in the sentence without changing its meaning?		
Answer Options	A. breathtaking B. great C. notable D. unique		
Option Rationales	A. Correct B. Although “great” fits the context of the sentence, this word does not have the most positive connotation of the answer choices. C. The word “notable” can have a positive connotation, but it does not have the same denotation as “pretty.” D. The word “unique” can have a positive connotation, but it does not have the same denotation as “pretty.”		

Grade	9-10	**Item Type**	MC
Standard	CCSS.L.9-10.2.A	**DOK**	1
Stem	Read the sentence. The cats did not move from their spot on the windowsill when the family's cranky chihuahua came running into the room their heads barely moved as their eyes followed his frantic path across the carpet. Which revision, if any, should be made to the underlined portion of the sentence?		
Answer Options	A. into the room, their heads B. into the room; their heads C. into the room; Their heads D. no change needed		
Option Rationales	A. A comma would create a comma splice. B. Correct C. Although a semicolon would correct the run-on sentence, a capital letter is not used after a semicolon. D. This is a run-on sentence, and correction is needed.		

<table>
<tr><td>Grade</td><td>9-10</td><td>Item Type</td><td>CR</td></tr>
<tr><td>Standard</td><td>CCSS.L.9-10.1.A</td><td>DOK</td><td>2</td></tr>
<tr><td>Stem</td><td colspan="3">Read the sentence.

Visitors to the park can spend the afternoon swimming, hiking, or eat a picnic lunch by the lake.

Rewrite the sentence to correct the error in parallel structure.</td></tr>
<tr><td>Key</td><td colspan="3">Visitors to the park can spend the afternoon swimming, hiking, or eating a picnic lunch by the lake.</td></tr>
<tr><td>Rubric</td><td colspan="3"><table><tr><td>1</td><td>Response correctly revises error in parallel structure.</td></tr><tr><td>0</td><td>No response or incorrect response is provided.</td></tr></table></td></tr>
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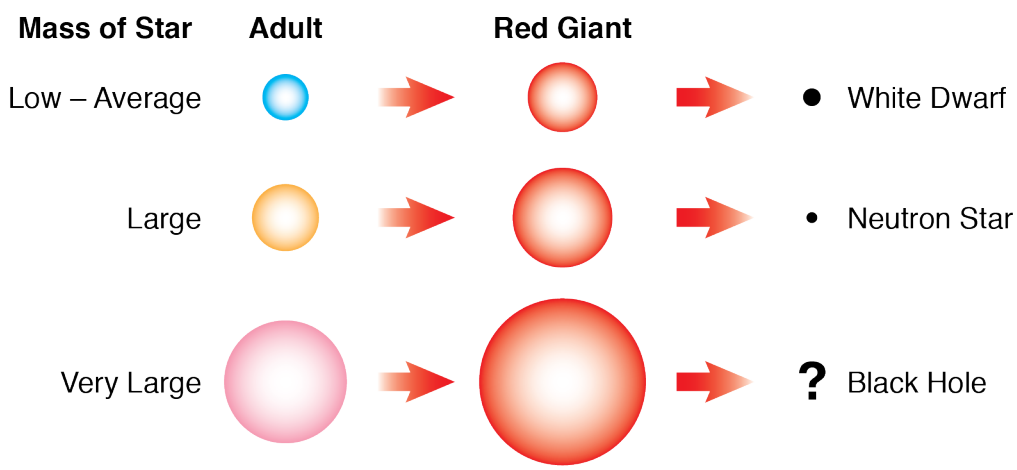
Passage	**Light and Dark: The Life Cycle of a Star** 1 On almost any night, stargazers are treated to the sight of hundreds of stars twinkling in the night sky. Whether seen by the naked eye or through a telescope, these stars are only a small fraction of the stars in our universe. Within our Milky Way Galaxy alone, there exist hundreds of billions of stars of varying ages, colors, and masses. Stars are the building blocks of galaxies; by studying stars, astronomers can better hypothesize about the intricate workings of a galaxy's history. It is estimated that, on average, five new stars are formed every year. That may not seem like a significant number, but scientists can better understand the evolution of the universe by understanding the life cycle of stars. **The Beginning Life Cycle** 2 The space between stars—the interstellar medium—seems an unlikely place for a nursery. Many imagine the depths of outer space to be completely devoid of matter, an utterly cold and empty space. And although there is less matter here than in any vacuum that can be artificially created on Earth, matter does exist—the matter that can become new stars. Giant, multicolored clouds of gaseous matter, composed primarily of hydrogen and helium, are the birthplaces of stars. 3 Turbulence deep within these clouds, or nebulae, cause the gases within them to create knots, or clumps, of matter. As these knots form, the clouds begin to become gravitationally unstable and collapse. Meanwhile, the temperature inside the knot becomes significantly hotter than that of the nebula; it climbs to almost 18 million degrees Fahrenheit. The knot is known as a *protostar*, a core of gas that will one day become a star. In some cases, the turbulence can be greatly agitated and more than one knot will emerge, resulting in a great nursery of newborn protostars. 4 When the newly formed protostar develops its own center of gravity and loose molecules of hydrogen and helium fall into its center, it becomes a star. The molecules of hydrogen begin to sustain life for the star as they join together in nuclear fusion to create helium. The energy that results from this reaction is so extraordinary that it causes the temperature within the star to reach as high as 20 million degrees Fahrenheit. This "birthing" of a star is not a quick process; one star's formation can evolve over millions of years. For example, a star the size of Earth's sun would take about 50 million years to form.

The Death of a Star

5 An adult star continues its life cycle as long as its life's blood—hydrogen—remains. The fusion of hydrogen into helium is a star's "heartbeat"; without this process, the star cannot survive. The life span of a star depends on its size; the more massive a star, the more quickly its energy is burned and the shorter its life. Like a star's birth, its demise is a lengthy process, taking millions of years to occur. A star the size of our sun can flourish for approximately 10 billion years, while a smaller star can burn for up to a trillion years—longer than the current age of our universe.

6 When the supply of hydrogen is finally exhausted, the star begins to die, collapsing in on itself. The loss of energy at its core forces an expansion outward, signaling the "red giant" phase, aptly named for its reddish-orange color. Not all stars end their journey in the same way, however; size plays an integral role in the death of a star. A less massive star eventually becomes what is known as a white dwarf—a husk of its former self that shines dimly in the sky. When more massive stars begin to run out of nuclear fuel, some of their mass begins to flow into the core. The core becomes so heavy that it can no longer endure its own gravitational force and it explodes in a spectacular event called a supernova. From these explosions, a small, dense core is left behind that continues to collapse, creating a rapidly spinning neutron star.

7 The supernovae of the largest stars create one of the most mysterious objects in the universe, one with a gravitational force of such strength that nothing—not even light—can escape: a black hole. In a black hole, time stands still, and the remnants of the star no longer collapse on themselves. Astronomers believe that billions of black holes exist and that supermassive black holes, or those that are millions to billions of times more massive than the sun, lie at the center of almost every large galaxy, including our own.

<table>
<tr><td></td><td colspan="3">Life Cycle of Stars
 

The specific life cycle of a star depends upon the star's mass.</td></tr>
<tr><td>Grade</td><td>11</td><td>Item Type</td><td>MC</td></tr>
<tr><td>Standard</td><td>RI.11-12.1</td><td>DOK</td><td>2</td></tr>
<tr><td>Stem</td><td colspan="3">Which statement from the passage supports the inference that a large number of stars have completed their life cycles?</td></tr>
<tr><td>Answer Options</td><td colspan="3">A. "Within our Milky Way Galaxy alone, there exist hundreds of billions of stars of varying ages, colors, and masses." (paragraph 1)
B. "That may not seem like a significant number, but scientists can better understand the evolution of the universe by understanding the life cycle of stars." (paragraph 1)
C. "A star the size of our sun can flourish for approximately 10 billion years, while a smaller star can burn for up to a trillion years—longer than the current age of our universe." (paragraph 5)
D. "Astronomers believe that billions of black holes exist and that supermassive black holes, or those that are millions to billions of times more</td></tr>
</table>

	massive than the sun, lie at the center of almost every large galaxy, including our own." (paragraph 7)		
Option Rationales	A. While this statement says that hundreds of billions of stars exist, it does not state that they have completed their life cycles. B. The "significant number" to which this statement refers is the number of new stars formed each year, not the number that have completed their life cycles. C. This statement provides no information about the number of stars that have completed their life cycles; it only describes the length of those cycles. D. Correct. Since the passage states that some stars become black holes, it can be inferred from this statement that "billions" of stars have thus completed their life cycles.		
Grade	11	**Item Type**	CR
Standard	RI.11-12.7	**DOK**	3
Stem	Stars of different masses have different fates. Using information from both the passage and the diagram, contrast the sizes of average- and large-mass stars, and explain the reasons for the differences.		
Answer Options	Sample response: *The fate of a star depends on its gravitational force, which is a direct result of the star's mass. An average-mass star does not have as much gravitational pull as a large-mass star. That is why, as the star moves into the middle of its life cycle, an average-mass star will not become as large as a large-mass star. Its gravitational pull is not as strong, so not as much hydrogen and helium will "fall into its center."* *At the end of the star's life, however, the large-mass star will actually become smaller than the average-mass star. When a star with average mass dies, it runs out of fuel and becomes a white dwarf. A larger star, though, has more gravitational pull, and at its death some of its mass "begins to flow into*		

<table>
<tr><td></td><td colspan="3">the core.” The core “becomes so heavy that it can no longer endure its own gravitational force and explodes.” Only the small core is left behind (the neutron star), and this core is smaller than the white dwarf.</td></tr>
<tr><td>Rubric</td><td colspan="3"><table>
<tr><td>2</td><td>Response provides a complete and correct answer to the question, using details from both the passage and the diagram.</td></tr>
<tr><td>1</td><td>Response provides a partial answer to the question, using details from either the passage or the diagram.</td></tr>
<tr><td>0</td><td>No response is provided, response is irrelevant, or response provides no supporting details.</td></tr>
</table></td></tr>
<tr><td>Grade</td><td>11</td><td>Item Type</td><td>MC</td></tr>
<tr><td>Standard</td><td>RI.11-12.3</td><td>DOK</td><td>2</td></tr>
<tr><td>Stem</td><td colspan="3">Which statement correctly summarizes a direct cause-and-effect relationship in the formation of stars?</td></tr>
<tr><td>Answer Options</td><td colspan="3">A. Increased temperatures result in an increase in gravity.
B. An increase in gravity results in an increase in turbulence.
C. An increase in turbulence results in an increase in gravity.
D. Increased movement of matter results in an increase in temperature.</td></tr>
<tr><td>Option Rationales</td><td colspan="3">A. The opposite is true; increased temperature is caused by an increase in gravity.
B. No cause is given in the passage for the increase of turbulence in nebulae.
C. Increased turbulence causes the formation of more than one knot, not more gravity.
D. Correct. When more matter moves toward the center of the star, nuclear fusion and increased temperature result.</td></tr>
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