

**NEBRASKA STATE  
ACCOUNTABILITY**



**ENGLISH LANGUAGE ARTS  
ITEM AND SCORING SAMPLER  
GRADE 4**

**INFORMATION ABOUT THE ITEM AND SCORING SAMPLER**

General Introduction . . . . . 1  
 Sampler Contents . . . . . 1  
 Purpose and Uses . . . . . 1  
 Item Format and Scoring Guidelines . . . . . 1  
 Depth of Knowledge . . . . . 2  
 Item and Scoring Sampler Format . . . . . 3  
 Additional Information . . . . . 3

**PASSAGES AND ITEMS**

Passage 1 . . . . . 4  
     Multiple-Choice Items . . . . . 6  
     Evidence-Based Selected Response Item . . . . . 11  
     Auto-Scored Constructed Response item . . . . . 13  
     Text Dependent Analysis Item . . . . . 15  
     Text Dependent Analysis Rubric . . . . . 16  
     Example Student Responses . . . . . 17  
 Passage 2 . . . . . 22  
     Multiple-Choice Items . . . . . 24  
     Evidence-Based Selected Response Item . . . . . 29  
     Auto-Scored Constructed Response Item . . . . . 32  
     Text Dependent Analysis Item . . . . . 34  
     Text Dependent Analysis Rubric . . . . . 35  
     Example Student Responses . . . . . 36  
 Independent Writing Items . . . . . 40

## GENERAL INTRODUCTION

The Nebraska Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include Table of Specifications documents, administration manuals, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Nebraska educators in the preparation of local instructional programs and the statewide NeSA-ELA.

## SAMPLER CONTENTS

This sampler contains reading passages with test questions (items) that have been written to align to the assessment indicators that are based on the Nebraska College- and Career-Ready English Language Arts Standards. The passages represent some of the genres approved by NDE to appear on an operational Nebraska College- and Career-Ready NeSA-ELA. The test questions provide a simulation of the types of items that will appear on an operational Nebraska College- and Career-Ready NeSA-ELA. Each sample test question has been through a rigorous review process to ensure alignment with the assessment indicators.

## PURPOSE AND USES

The purpose of the sampler is to expose teachers and administrators to new item types and to show how these items align to the revised Nebraska College- and Career-Ready English Language Arts Standards. Many of the items provided in the sampler will be accessible to students in the form of ELA Practice Tests, Guided Practice Tests, and Online Tools Training resources.

## ITEM FORMAT AND SCORING GUIDELINES

The Nebraska College- and Career-Ready NeSA-ELA has four types of test questions. For grade 4, the types of test questions are Multiple-Choice (MC), Evidence-Based Selected Response (EBSR), Auto-Scored Constructed Response (ASCR), and Text Dependent Analysis (TDA).

### Multiple Choice (MC):

All MC items have four answer choices, including three distractors and one correct answer. Distractors represent common misconceptions, incorrect logic, common misinterpretations, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one point.

### Evidence-Based Selected Response (EBSR):

EBSR items have two parts and are designed to elicit an evidence-based response based on what a student has read from either an Informational Text or Literature stimulus passage. Each EBSR item is linked to a passage or passage set. Part A of an EBSR item is similar to a typical MC test question. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of an EBSR item elicits evidence from the stimulus passage and requires that the student select one or two answers based on the response the student provided in Part A. Part B is also different from Part A in that it may have more than four answer options, which is typical of an MC item. Each EBSR (Part A and Part B combined) is worth two points.

**Auto-Scored Constructed Response (ASCR):**

ASCR item types provide a new forum in which to address higher-level thinking skills without the use of hand-scored test questions. Using the expansive features and functions of online testing, developers will incorporate technical enhancements to the test question, the response area, and/or the stimulus. Item types may include drag-and-drop, hot-spot, and in-line selection of multiple answers from drop-down menus. Students will be able to manipulate information within dynamic tasks such as dragging and pasting elements, highlighting text, and selecting multiple answers from a variety of presentation methods. Each ASCR test question is worth one or two points.

**Text Dependent Analysis (TDA):**

Similar to an EBSR item, the TDA Writing Prompt is designed to elicit an evidence-based response from a student who has read either an Informational Text or Literature passage during the test event. The TDA is an on-demand, text-based writing piece that requires students to provide evidence from the text to support analysis, reflection, or ideas and opinions. Students must draw on basic writing skills while inferring and synthesizing information from the passage (making use of and referencing content from the passage to support the analysis) in order to develop a comprehensive response. Students will be given a TDA Writer's Checklist to assist in composing their response. The TDA will be scored using a holistic scoring rubric designed to provide a measurement of writing, conventions, and reading. The TDA is in alignment across grades 3–8 and 11 with the NeSA-ELA Standards indicated on the rubric. Each TDA Writing Prompt test question is scored using a rubric and will be reported to reading and writing.

**DEPTH OF KNOWLEDGE**

In addition to being aligned to the standards, the sample items included in this sampler were also developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is also provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

**Level 1 (Recall of Information)** generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

**Level 2 (Basic Reasoning)** includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

**Level 3 (Complex Reasoning)** requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

## ITEM AND SCORING SAMPLER FORMAT

Sample questions are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each test question is an item information table.

### Example Response Item Information Table

Item Information		
<b>Alignment</b>	Assigned Indicator	Assigned indicator definition
<b>Answer Key</b>	Correct Answer	<b>Option Annotations</b> Brief answer option analysis or rationale
<b>Depth of Knowledge</b>	Assigned DOK	
<b>Focus</b>	Skill/Task	

All Text Dependent Analysis items in this sampler are supported by an item information table, the TDA Scoring Rubric, and annotated sample student responses at each score point.

The NeSA-ELA is administered primarily online. Although there is a paper-pencil format, the examples in this sampler include samples of students' responses in online format.

## ADDITIONAL INFORMATION

For more information related to the Nebraska plan and schedule for making the transition to NeSA-English Language Arts, see <http://www.education.ne.gov/Assessment> and select the link on the left titled "ELA Transition."

**PASSAGE 1****Living Off the Earth**

Imagine a way of life that is quite different from the way we live today. Imagine there are no ready-made houses or clothing. There are no stores where people can buy food or medicine. Instead, people must depend on what nature offers. How would we get along? What would we do?

The ways that Native Americans lived many years ago can give some answers. While living in the area that is now the United States, they made their homes and clothing from what the earth supplied. They used plants for medicine, and they caught, grew, or gathered all their food.

**Shelters and Clothing**

Some Native American tribes lived where there was plenty of food. These people stayed in one place and used wood, stone, mud, or clay to build homes that would last a long time. Other tribes, such as the Apache, moved often in search of food. They needed shelters they could take with them, so they built tipis. It was easy to move a tipi. The Native Americans could take down the tipis and put the long poles of wood and buffalo skins onto a travois. A travois is a type of sled that a horse pulls.

Some Native Americans made clothing and shoes called moccasins from animal skins. In the southwestern areas, the Pueblo people made clothing from the cotton they grew and wove into yarn. The Navajo people wove wool into blankets and rugs. Along the northwestern coast, the Chinook tribe was one of several tribes that made clothing from the bark of the cedar tree.

**Tool Time**

Native Americans needed tools to build shelters, to make clothing, and to grow, hunt, and prepare food. However, they could not walk into a hardware store to buy a hammer or saw. Instead, they used what nature **provided** to create their own tools.

Where there were trees, people used wood to create bows, arrows, spears, and digging sticks. A digging stick was a piece of hardwood about three feet long. People stripped the stick of all bark and sharpened one end into a point. They poked holes into the ground for planting seeds. These sticks were also used to lift out roots and dig up plants to eat.

Some people made tools from stone too. They found rocks along riverbanks, lakeshores, and ocean coasts. From these stones, Native Americans made hammers, farming tools, and the heads of axes and arrows. They used thin, sharp pieces of stone to cut meat. They also scraped animal hides to make leather.

Bone was another useful material for tools. People made sewing needles from animal bones. They also made awls. An awl has a slim handle and a sharp point. People used awls for punching holes in leather. They could then sew the leather into tipi coverings, clothing, or moccasins.

## Tying Things Up

Native Americans made their own rope, cord, string, and line to sew, fish, or tie things together. Many plants are made of fiber, a material that is like thread. People twisted, rolled, or braided strands of fiber together. More fiber could be attached to the ends of these strands to make them longer. The string or rope could be made as long as people needed.

Some Native Americans also made cords from the sinew of animals. Sinew is the stretchy band of tissue that fastens a muscle to a bone.

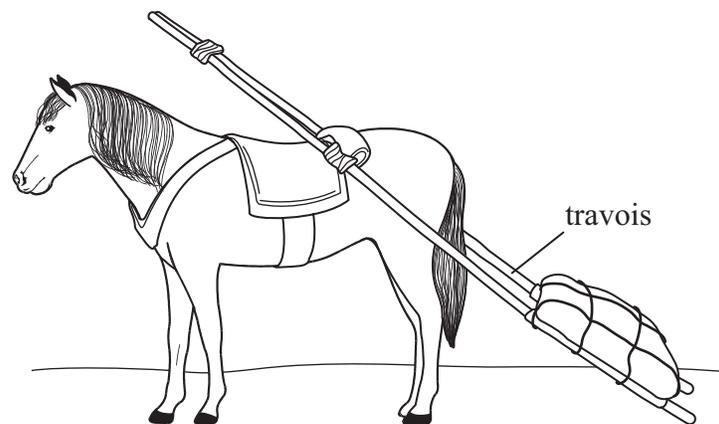
## Plenty of Plants

The diet of Native Americans included plants, of course. But people also used many plants as medicine. And when water wasn't easy to find, people in desert areas knew to cut open a cactus. There would be water inside.

A fistful of dry grass could mop up morning dew from rocks and plants. The water would then be squeezed from the grass into a jug or pot.

The cattail is a plant with many uses. This plant grows in wet areas. The western Paiute tribe was one tribe that twisted the plant's leaves into rope or wove them into baskets, mats, cradles, and hats. The fluffy seeds from the cattail made great diaper material and bandages.

Today, people living in the United States still rely on the earth to provide many of the items needed to survive. However, most items are made in different ways or from different materials than they were 200 to 300 years ago. The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.



## MULTIPLE-CHOICE ITEMS

1. Which word from the passage is a synonym for **provided**?

- A. needed
- B. gathered
- C. supplied
- D. twisted

Item Information		
<b>Alignment</b>	4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
<b>Answer Key</b>	C	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to identify a synonym for the word “provided” in the passage. Option C is the correct answer since “supplied” is a synonym for “provided.” Options A, B, and D are not synonyms for the given word.</p>
<b>Depth of Knowledge</b>	1	
<b>Focus</b>	Synonyms	

2. In the section **Tying Things Up**, how does the author use a specific organizational pattern?
- A. The author gives directions to show the steps to follow for rope-making.
  - B. The author gives facts and opinions to explain why sinew is better than fiber for rope-making.
  - C. The author uses description to show why fiber was a good material to use for rope.
  - D. The author uses compare and contrast to explain the differences between fiber and rope.

Item Information		
<b>Alignment</b>	4.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
<b>Answer Key</b>	C	<b>Option Annotations</b>  The student is asked how the author uses a specific organizational pattern in one section of the passage. Option C is the correct answer since, in the section “Tying Things Up,” the author uses description to show “why fiber was a good material to use for rope.” Option A is incorrect since the author does not give directions for making rope in the section. Option B is incorrect because the author does not share facts and opinions about why sinew is better than fiber for rope-making. Option D is incorrect because the author does not compare and contrast fiber and rope.
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Organizational Pattern	

3. How do the headings help the reader understand the passage?
- A. The headings provide the key terms used in the passage.
  - B. The headings provide the main idea of each section of the passage.
  - C. The headings organize the events of the passage in order.
  - D. The headings provide details about the people discussed in the passage.

Item Information		
<b>Alignment</b>	4.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
<b>Answer Key</b>	B	<b>Option Annotations</b>  The student is asked to determine how headings help the reader understand the passage. Option B is the correct answer since the headings provide the main idea of each section. Options A, C, and D do not accurately explain the function of the heading in the passage.
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Text Features Subheadings	

4. What is the author’s purpose for writing “Living Off the Earth”?
- A. to entertain with a story about the tools Native Americans used
  - B. to compare how different Native American tribes created clothing
  - C. to persuade readers to use objects from nature like Native Americans did
  - D. to inform about the Native American way of life many years ago

Item Information		
<b>Alignment</b>	4.1.6.a	Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
<b>Answer Key</b>	D	<b>Option Annotations</b>  The student is asked to determine the author’s purpose for writing the passage. Option D is the correct answer since the passage contains information “about the Native American way of life many years ago.” Options A and C are incorrect since the passage is not an entertaining story and makes no attempt at persuasion. Option B is incorrect since the passage does not compare methods used by different tribes in creating clothing.
<b>Depth of Knowledge</b>	3	
<b>Focus</b>	Author’s Purpose	

5. Why was the drawing included in the passage?
- A. It supports information in **Tool Time** by showing an example of how Native Americans made their own farming tools.
  - B. It helps show the meaning of a word used in **Shelters and Clothing**.
  - C. It supports information in **Plenty of Plants** by showing how plants were moved.
  - D. It helps show how to make an object as explained in **Tying Things Up**.

Item Information		
<b>Alignment</b>	4.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
<b>Answer Key</b>	B	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to determine the purpose of the drawing in the passage. Option B is the correct answer since it indicates the drawing of the travois was included to clarify the meaning of the word “travois” in the section “Shelters and Clothing.” Option A is incorrect since the drawing does not show an example of “farming tools.” Option C is incorrect since the drawing does not show “how plants were moved.” Option D is incorrect since the drawing does not “show how to make an object” from the section “Tying Things Up.”</p>
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Text Features Graphic	

## EVIDENCE-BASED SELECTED RESPONSE ITEM

6. This question has two parts. Answer part A, and then answer part B.

### Part A

What is the main idea of the passage?

- A. Native Americans traveled around the country.
- B. Native Americans knew different ways to find food and water.
- C. Native Americans had many practical uses for plants.
- D. Native Americans depended on nature to make everything they needed.

### Part B

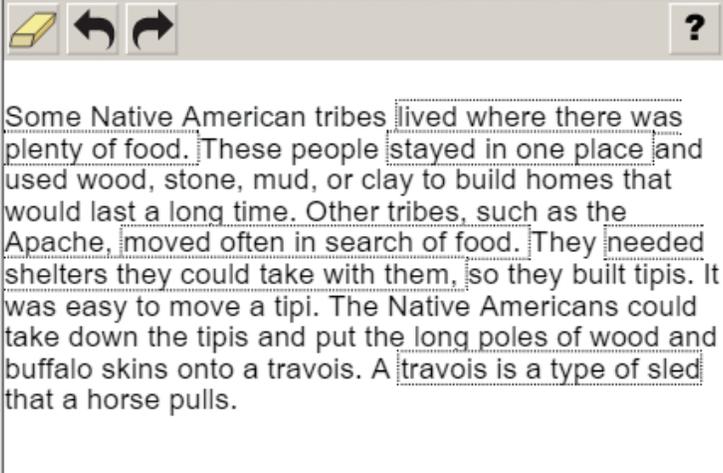
Which detail from the passage BEST supports the answer in part A?

- A. While living in the area that is now the United States, they made their homes and clothing from what the earth supplied.
- B. Other tribes, such as the Apache, moved often in search of food.
- C. They could then sew the leather into tipi coverings, clothing, or moccasins.
- D. A fistful of dry grass could mop up morning dew from rocks and plants.

Item Information		
<b>Alignment</b>	4.1.6.e	Determine main ideas and supporting details from informational text and/or media.
<b>Answer Key</b>	<b>Part A:</b> D <b>Part B:</b> A	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to determine the main idea of the passage and to identify the detail that best supports the main idea.</p> <p><b>Part A:</b> Option D is the correct answer since the main idea of the passage is how Native Americans depended on nature to make everything they needed. Options A, B, and C are not the main idea of the passage, but specific details that are included.</p> <p><b>Part B:</b> Option A is the correct option as it accurately supports the main idea of the passage. Options B, C, and D are incorrect as they provide specific details from the passage but they do not directly support the main idea.</p> <p>This item is worth 2 points. To receive full credit, the student must select the correct answer for both part A and part B. To receive 1 point, the student must select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
<b>Depth of Knowledge</b>	3	
<b>Focus</b>	Main Idea	

### AUTO-SCORED CONSTRUCTED RESPONSE ITEM

7. Select **two** pieces of evidence from the paragraph that support why Native Americans built tipis. Select **two**.



Some Native American tribes lived where there was plenty of food. These people stayed in one place and used wood, stone, mud, or clay to build homes that would last a long time. Other tribes, such as the Apache, moved often in search of food. They needed shelters they could take with them, so they built tipis. It was easy to move a tipi. The Native Americans could take down the tipis and put the long poles of wood and buffalo skins onto a travois. A travois is a type of sled that a horse pulls.

### Answer Key – Completed Correct Response

Select **two** pieces of evidence from the paragraph that support why Native Americans built tipis. Select **two**.






Some Native American tribes lived where there was plenty of food. These people stayed in one place and used wood, stone, mud, or clay to build homes that would last a long time. Other tribes, such as the Apache, moved often in search of food. They needed shelters they could take with them, so they built tipis. It was easy to move a tipi. The Native Americans could take down the tipis and put the long poles of wood and buffalo skins onto a travois. A travois is a type of sled that a horse pulls.

Item Information		
<b>Alignment</b>	4.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
<b>Answer Key</b>	See Completed Correct Response	<b>Option Annotations</b>
<b>Depth of Knowledge</b>	2	<p>The student is asked to select two pieces of evidence that support the reasons Native Americans built tipis. The hypertext phrases “moved often in search of food” and “needed shelters they could take with them” are correct since both details are reasons for building tipis. The phrases “lived where there was plenty of food” and “stayed in one place” describe the Native Americans who did not build tipis. And the phrase “travois is a type of sled that a horse pulls” defines a travois, but is not a reason for building tipis.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify both phrases that support the literal question. To receive 1 point, the student must correctly identify one sentence that supports the literal question.</p>
<b>Focus</b>	Evidence to Support Literal Question	

**TEXT DEPENDENT ANALYSIS ITEM**



8. The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Explain how the author supports this claim throughout the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

XXX/6000

Item Information		
<b>Alignment</b>	<b>Reading:</b> 4.1.6.h <b>Writing:</b> See Rubric	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
<b>Answer Key</b>	See Rubric	<b>Option Annotations</b>
<b>Depth of Knowledge</b>	3	Refer to the sample student responses.

**TEXT DEPENDENT ANALYSIS RUBRIC**

**DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric**

Nebraska English Language Arts Standards	<b>1</b> Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	<b>2</b> Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	<b>3</b> Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	<b>4</b> Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
<b>Analysis of Text</b> 1.6* 1.6.i	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s)</li> <li>Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Addresses some part(s) of the task to demonstrate partial understanding of text(s)</li> <li>Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all parts of the task to demonstrate sufficient understanding of the text(s)</li> <li>Analyzes text(s) by addressing explicit and implicit ideas from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all parts of the task to demonstrate thorough understanding of the text(s)</li> <li>Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)</li> </ul>
<b>Use of Evidence</b> 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> <li>Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes</li> <li>Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Partially integrates evidence from the text(s) by using some details, examples, and/or quotes</li> <li>Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Integrates specific evidence from the text(s) by using details, examples, and/or quotes</li> <li>Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Skilfully integrates specific evidence from the text(s) by using details, examples, and/or quotes</li> <li>Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas</li> </ul>
<b>Writing Skills</b> 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> <li>Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions</li> <li>Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience</li> <li>Limited or no use of paraphrases or quotes that attribute information to the text(s)</li> <li>Limited or no use of precise word choice and/or content-specific vocabulary from the text(s)</li> <li>Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions</li> <li>Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience</li> <li>Weak use of paraphrases or quotes that attribute information to the text(s)</li> <li>Occasionally uses precise word choice and/or content-specific vocabulary from the text(s)</li> <li>Partially demonstrates conventions of standard English; errors may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions</li> <li>Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience</li> <li>Clear use of paraphrases or quotes that attribute information to the text(s)</li> <li>Uses precise word choice and content-specific vocabulary from the text(s)</li> <li>Demonstrates conventions of standard English; if present, errors seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions</li> <li>Skilfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience</li> <li>Strong use of paraphrases or quotes that attribute information to the text(s)</li> <li>Skilfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas</li> <li>Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning</li> </ul>

\* Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

**EXAMPLE STUDENT RESPONSES****AN EXAMPLE OF A LEVEL 4 ON TEXT DEPENDENT ANALYSIS RUBRIC**

8. The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Explain how the author supports this claim throughout the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

The Native Americans in “Living off the Earth” were creative and smart. They show us that it is possible to live and depend on what nature offers. I can’t even imagine that way of life so let me tell you how they actually did it.

First of all, I can’t imagine living without shelter and clothing if there are no stores to buy those things? Native Americans figured out how to build a home to last a long time. They used mud, stones and wood that they found in the area. If you travel a lot then some Native Americans built a home that could move with them. They called them tipis and they were easy to take down and move on a travois.

Now, how about imagining about how you would make your clothes, get food or have tools? If you were a Native American you figured it out. A tree gave you wood for a bow and arrow to hunt for food. You could even make planting seeds easier with a digging stick made out of a piece of hardwood. Also, after you hunted with your wooden bow and arrow you could make shoes called moccasins from the skins of animal.

Last, try to imagine how can I get my water if I’m used to getting it from my sink? If you were a Native American living in a desert you would cut open a cactus and find water to drink. What if you don’t live near cactuses? Some Native Americans got their water from morning dew. They used dry grass to get it from rocks and plants and then put into a pot.

You can now believe what you can’t imagine. All of these examples in “Living off the Earth” are how Native Americans could live on only what nature offered. Yes, they actually did it.

1582/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response addresses all parts of the task, thoroughly explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers. Purposeful, relevant analysis and text support showing how Native Americans creatively problem solved are thoroughly integrated into the response. An appropriate organizational pattern and the skillful use of precise word choice and content-specific vocabulary from the text are evident. A thorough demonstration of conventions of standard English with few errors has been achieved.

**AN EXAMPLE OF A LEVEL 3 ON TEXT DEPENDENT ANALYSIS RUBRIC**

8. The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Explain how the author supports this claim throughout the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

The author of “Living off the earth” states that “the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” The Native Americans had to find or make all their food, medicine, houses and clothing. They had no stores to just go and buy stuff. They used what they found around where they lived. The Apache moved to find food so they made tipis out of buffalo skins and long poles. They made cloths and shoes out of animal skins too.

Native americans also made their own tools. They used nature to make them. Trees would be used for bows, arrows, spears, and digging sticks. Stones were used to make hammers, farming tools, axe heads and arrow heads. The sharp stones made knives for meat and scraping hides. They used bones to make needles.

They had to make their own rope, cord, string and line to tie things together or to fish and sew. Some plants made good rope. They had to be smart to figure out how to make all these things.

If they ran out of water they could cut a cactus or collect water drops off plants.

Native Americans were smart to figure out how to live without all the stuff we have today. They used nature and the land to make what they needed to live.

1233/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers. Specific, relevant analysis and text support is evident. The response is focused on the idea that Native Americans were intelligent and creative in making use of things around them where they lived. The response is appropriately organized, and the use of precise word choice and content-specific vocabulary from the text is evident. Errors in conventions of standard English seldom interfere with meaning.

**AN EXAMPLE OF A LEVEL 2 ON TEXT DEPENDENT ANALYSIS RUBRIC**

8. The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Explain how the author supports this claim throughout the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

The author states that it is possible to live off nature just by using whats around you. Some Native American made tools from stone. Some use bone. They use bone for tools. Native American made shelter. They lived in tipis. They moved tipis with travois. The horse pulls it. Native American made rope and cord to sew and to fish. They made long rope and twisted it together. They use plants as medicine. They use cactus to drink the water inside when they got thirsty. This is how the Native American live off nature by using different stuff.

542/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response partially addresses the task of explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers, and it provides a partially effective analysis and text support to show the things that Native Americans made and used. The response remains somewhat focused on the task, and an attempt at an organizational pattern is evident with a weak beginning and ending. Some relevant textual evidence supports the claim that Native Americans lived off nature by using what was around them. The response partially demonstrates conventions of standard English, and some errors interfere with meaning.

**AN EXAMPLE OF A LEVEL 1 ON TEXT DEPENDENT ANALYSIS RUBRIC**

8. The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Explain how the author supports this claim throughout the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

Native americans were smart. They could make there own houses and they could move them with a sled. They even made there own clothing and shoes. They grew cotton and wove it into yarn. They made shoes from aminal skins. That is how Native americans lived.

255/6000

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response minimally addresses the task of explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers. Text analysis is inadequate. Little evidence from the passage has been provided to support the explanation. A limited understanding of the text is evident. The response demonstrates little or no evidence of an organizational pattern and lacks an introduction or thesis statement, with a weak conclusion and few, if any, transitions. Precise word choice and content-specific vocabulary are lacking, and the demonstration of conventions of standard English is ineffective.

**THIS PAGE IS  
INTENTIONALLY BLANK.**

**PASSAGE 2**

## Hidden Kingdom

Deep within the rich, dense forest,  
In a hidden kingdom so lush and green,  
Lies a sparkling pond that is bursting with life—  
A small paradise on earth, a nature-lover's dream.

- 5 The tall and slender cattail plants  
Sway gently to the rhythm of the breeze.  
The bushes join them in their dance,  
Together with each tiny leaf on the trees.

- Nearby, the wide, white water lilies  
10 Proudly show off their pure, snowy blooms.  
Freely and happily, they float on the pond,  
Stretching out their petals with plenty of room.

- But if you're able to listen very closely,  
You may be lucky enough to hear  
15 The sweet sounds of the many forest animals  
Coming out of hiding to gather near.

- Can you hear the frog's deep ribbit-ribbit  
And the shrill chirp-chirp of crickets too?  
Can you hear the low hoot of the wise old owl  
20 And the spotted dove's soft coo-coo?

- Just overhead, a bird zooms through the air  
Like a tiny, dark jet plane in flight,  
While two jittery squirrels race up into the trees  
To survey the land from a much greater height.  
25 Standing up straight like soldiers on command,  
An army of herons is perched on the shore,  
Studying the fish in the clear, glassy waters  
So that they can catch lunch, then go off to explore.

- Still more forest creatures are drawn to the pond  
30 To quench their thirst in its clear, clean waters.  
There are deer, coyotes, possums, and raccoons,  
All gathering here with their sons and daughters.

This lively meeting place, this natural **gem**,  
Is a safe haven for all who venture here  
35 To find refuge in its welcoming arms  
And enjoy its treasures, year after year.

**MULTIPLE-CHOICE ITEMS**

9. During which season does the poem most likely take place?
- A. spring
  - B. summer
  - C. fall
  - D. winter

Item Information		
<b>Alignment</b>	4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
<b>Answer Key</b>	B	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to determine an aspect of the setting of the poem—specifically they are asked to determine the season the poem takes place in. The correct answer is B, summer. This answer is correct because it is supported by the poem with lines such as “In a hidden kingdom so lush and green.” In addition, there are references to blooming plants, the lively pond, and clear waters which are more likely features of summer than any other season. A, C, and D are incorrect because spring, fall, and winter are not supported by the description of the setting that is provided in the poem.</p>
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Setting	

10. Based on the poem, which sentence BEST expresses the poet’s viewpoint?

- A. The pond needs more plant life.
- B. Scientists should study the pond animals.
- C. The pond is a special place.
- D. Visitors can swim in the pond.

Item Information		
<b>Alignment</b>	4.1.6.a	Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
<b>Answer Key</b>	C	<b>Option Annotations</b>  The student is asked to identify the poet’s viewpoint in the poem. Option C is the correct answer since the poem shows the poet sees the pond as “a special place.” Options A, B, and D are not viewpoints expressed in the poem.
<b>Depth of Knowledge</b>	3	
<b>Focus</b>	Author’s Perspective	

11. Which feature of “Hidden Kingdom” makes it a poem?

- A. events that take place in a common setting
- B. a detailed description of the pond animals
- C. a rhyming pattern that creates rhythm and flow
- D. facts about the different parts of a pond habitat

Item Information		
<b>Alignment</b>	4.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
<b>Answer Key</b>	C	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to choose the feature that makes “Hidden Kingdom” a poem. Option C is the correct answer since a rhyming pattern that creates rhythm and flow is characteristic of a poem, but not of other types of texts. Option A is incorrect since “events that take place in a common setting” could be characteristic of numerous types of texts. Options B and D are incorrect since they name characteristics of nonfiction text.</p>
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Literary Characteristics	

12. Which line from the poem BEST supports the theme “There is beauty in the wild”?

- A. A small paradise on earth, a nature-lover’s dream.
- B. Can you hear the frog’s deep ribbit-ribbit
- C. So that they can eat lunch, then go off to explore.
- D. All gathering here with their sons and daughters.

Item Information		
<b>Alignment</b>	4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
<b>Answer Key</b>	A	<b>Option Annotations</b>  The student is asked to select a line from the poem that supports a specific theme of the poem. Option A is correct since “a nature-lover” would find “beauty in the wild.” Options B, C, and D are incorrect since they are not related to finding “beauty in the wild.”
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Theme	

13. Based on the use of the suffix **-ly** what is the meaning of the word **lively**?

- A. to live again
- B. able to live in
- C. full of life and energy
- D. many things that have life

Item Information		
<b>Alignment</b>	4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).
<b>Answer Key</b>	C	<b>Option Annotations</b>  The student is asked to use the meaning of an affix to determine the meaning of a word used in the passage. Option C is correct since something which is “lively” is “full of life and energy.” Options A, B, and D provide incorrect meanings for “lively.”
<b>Depth of Knowledge</b>	1	
<b>Focus</b>	Suffix	

**EVIDENCE-BASED SELECTED RESPONSE ITEM**

14. This question has two parts. Answer part A, and then answer part B.

**Part A**

In line 33, what is the meaning of the word **gem**?

- a something that is valued for its beauty and worth
- b an area where people can visit
- c something that only a few people know about
- d a type of stone or mineral

This question has two parts. Answer part A, and then answer part B.

**Part B**

Select the word that helps the reader understand the meaning of **gem**.

This lively meeting place, this natural gem,  
Is a safe haven for all who venture here  
To find refuge in its welcoming arms  
And enjoy its treasures, year after year.

**Answer Key – Complete Correct Responses**

This question has two parts. Answer part A, and then answer part B.

**Part A**

In line 33, what is the meaning of the word **gem**?

- a something that is valued for its beauty and worth
- b an area where people can visit
- c something that only a few people know about
- d a type of stone or mineral

This question has two parts. Answer part A, and then answer part B.

**Part B**

Select the word that helps the reader understand the meaning of **gem**.

This lively meeting place, this natural gem,  
Is a safe haven for all who venture here  
To find refuge in its welcoming arms  
And enjoy its treasures, year after year.

Item Information		
<b>Alignment</b>	4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.
<b>Answer Key</b>	<b>Part A:</b> A <b>Part B:</b> treasures	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to determine the meaning of a word and then to identify a word in the poem that suggests the meaning.</p> <p><b>Part A:</b> Option A is the correct answer since the poem uses the word “gem” to mean “something . . . valued for its beauty and worth.” Option B is incorrect since a “gem” is not “an area where people can visit.” Options C and D are incorrect since they are alternate meanings of “gem” not indicated in the poem.</p> <p><b>Part B:</b> The last hypertext word, “treasures,” is the correct answer since that is the figurative meaning of “gem” used in the poem. The other hypertext options are words that are not definitions for “gem.”</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify the answers to part A and part B. To receive 1 point, the student must at least select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Context Clues	

**AUTO-SCORED CONSTRUCTED RESPONSE ITEM**

15. Complete the chart to show how the poet uses literary devices:

Literary Device	Example from Poem	Why the Poet Uses the Literary Device
onomatopoeia		shows how an animal moves
simile	standing up straight like soldiers on command	
personification		

<b>Examples</b>	<b>Why</b>
the bushes join them in their dance	compares an animal to something familiar
a bird zooms through the air	shows the wind is blowing

*Click To Respond*

Appears after the student selects the Click To Respond box (above).

Literary Device	Example from Poem	Why the Poet Uses the Literary Device
onomatopoeia		shows how an animal moves
simile	standing up straight like soldiers on command	
personification		

<b>Examples</b>	<b>Why</b>
the bushes join them in their dance	compares an animal to something familiar
a bird zooms through the air	shows the wind is blowing

**OK**

**Answer Key – Complete Correct Response**

?

?

Literary Device	Example from Poem	Why the Poet Uses the Literary Device
onomatopoeia	a bird zooms through the air	shows how an animal moves
simile	standing up straight like soldiers on command	compares an animal to something familiar
personification	the bushes join them in their dance	shows the wind is blowing

Examples
Why

OK

Item Information		
<b>Alignment</b>	4.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
<b>Answer Key</b>	See Completed Correct Response	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to discriminate among three different literary devices and the way each is used by the poet. Onomatopoeia is exemplified by “a bird zooms through the air” and the poet uses it to “show how an animal moves.” Simile is exemplified by “standing up straight like soldiers on command” and the poet uses it to “compare an animal to something familiar.” Personification is exemplified by “the bushes join them in their dance” and the poet uses it to “show the wind is blowing.”</p> <p>This item is worth 2 points. To receive full credit, the student must correctly complete all four sections of the chart. To receive 1 point, the student must correctly complete at least two sections of the chart.</p>
<b>Depth of Knowledge</b>	3	
<b>Focus</b>	Literary Devices	

**TEXT DEPENDENT ANALYSIS ITEM**



16. The poet’s purpose for writing “Hidden Kingdom” is to encourage the reader to observe and appreciate nature. Explain how the poet uses sights and sounds to accomplish this purpose. Write a well-organized, structured response using specific evidence from the poem to support your answer.

XXX/6000

Item Information		
<b>Alignment</b>	<b>Reading:</b> 4.1.6.i <b>Writing:</b> See Rubric	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
<b>Answer Key</b>	See Rubric	<b>Option Annotations</b>  Refer to the sample student responses.
<b>Depth of Knowledge</b>	3	

**TEXT DEPENDENT ANALYSIS RUBRIC**

**DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric**

Nebraska English Language Arts Standards	<b>1</b> Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	<b>2</b> Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	<b>3</b> Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	<b>4</b> Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
<b>Analysis of Text</b> 1.6* 1.6.i	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s)</li> <li>Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Addresses some part(s) of the task to demonstrate partial understanding of text(s)</li> <li>Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all parts of the task to demonstrate sufficient understanding of the text(s)</li> <li>Analyzes text(s) by addressing explicit and implicit ideas from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all parts of the task to demonstrate thorough understanding of the text(s)</li> <li>Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)</li> </ul>
<b>Use of Evidence</b> 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> <li>Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes</li> <li>Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Partially integrates evidence from the text(s) by using some details, examples, and/or quotes</li> <li>Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Integrates specific evidence from the text(s) by using details, examples, and/or quotes</li> <li>Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Skilfully integrates specific evidence from the text(s) by using details, examples, and/or quotes</li> <li>Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas</li> </ul>
<b>Writing Skills</b> 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> <li>Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions</li> <li>Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience</li> <li>Limited or no use of paraphrases or quotes that attribute information to the text(s)</li> <li>Limited or no use of precise word choice and/or content-specific vocabulary from the text(s)</li> <li>Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions</li> <li>Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience</li> <li>Weak use of paraphrases or quotes that attribute information to the text(s)</li> <li>Occasionally uses precise word choice and/or content-specific vocabulary from the text(s)</li> <li>Partially demonstrates conventions of standard English; errors may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions</li> <li>Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience</li> <li>Clear use of paraphrases or quotes that attribute information to the text(s)</li> <li>Uses precise word choice and content-specific vocabulary from the text(s)</li> <li>Demonstrates conventions of standard English; if present, errors seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions</li> <li>Skilfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience</li> <li>Strong use of paraphrases or quotes that attribute information to the text(s)</li> <li>Skilfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas</li> <li>Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning</li> </ul>

\* Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

**EXAMPLE STUDENT RESPONSES****AN EXAMPLE OF A LEVEL 4 ON TEXT DEPENDENT ANALYSIS RUBRIC**

16. The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Explain how the poet uses sights and sounds to accomplish this purpose. Write a well-organized, structured response using specific evidence from the poem to support your answer.

The poet's purpose for writing "hidden Kingdom" is to encourage the reader to observe and appreciate nature. The poet does this by using good descriptions. He describes a sparkling pond found deep in the forest. The poet describes what the scene looks like and what it sounds like. He makes the meeting place sound like such a beautiful place to be appreciated.

The poet describes the sights that the reader can see in the forest. The trees are lush and green and white water lilies lie nearby. Tall skinny cattail plants blow in the wind and the water sparkles in the sunlight. Many animals come to the pond to drink the water and you can see the racoons, possums, coyotes, deer, fish and many other creatures. the hidden kingdom is bursting with life. The reader can see clearly the sights the poet is talking about.

The reader can also hear the sounds from the forest if you listen closely. The frogs deep ribbit ribbit, and the chirping of crickets. A bird zooms by like a plane. The hoot of an owl and the coo of a dove are also sounds that a reader can hear to make them appreciate the nature all around. The sights and sounds make me feel like I am actually there in the forest and i can appreciate it better.

All these beautiful things the poet describes makes the pond in the forest sound amazing and wonderful and I can really appreciate its beauty. This is how the poet achieves encouraging me to observe and appreciate nature.

1434/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response purposefully addresses the task of explaining how the poet encourages the reader to observe and appreciate nature and demonstrates thorough understanding of the text. The writer provides thorough, relevant analysis and text support to show how the poet uses descriptive language to describe the Hidden Kingdom. The response is well focused on the theme of the sights and sounds the poet describes and is appropriately organized with purposeful transitions. The writer skillfully uses precise word choice and content-specific vocabulary from the text. The response thoroughly demonstrates conventions of standard English and makes strong use of paraphrases attributing information to the text.

**AN EXAMPLE OF A LEVEL 3 ON TEXT DEPENDENT ANALYSIS RUBRIC**

16. The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Explain how the poet uses sights and sounds to accomplish this purpose. Write a well-organized, structured response using specific evidence from the poem to support your answer.

This poet encourages us to observe and appreciate nature. The poem tells us to "enjoy its treasure, year after year". She means that nature is a treasure. You can appreciate something better if you think of it as a treasure. You go searching for treasure and that is what the poet does. She goes searching deep within the forest to a "hidden kingdom". The poet calls this kingdom a "small paradise on earth". I can appreciate that!

Here's how she describes the paradise . she says there is a sparkling pond with cattail plants and white water lilys that float on the pond. I really like that they float freely and happily. There is more to see near the pond. There are fish to see in the "clear, glassy waters". There are animals at the pond that bring their children to drink water that is clear and clean. She calls this pond a "natural gem" which is a treasure.

The poet also wants you to listen very closely when you are in nature and in the forest. If you listen you could be lucky to hear all kinds of sounds. There are sounds from frogs and crickets and owls too. There is much more you can hear but that is all she mentioned.

That is why the poet encourages us to observe and appreciate nature because when you do you find a treasure that might be a hidden kingdom and is a paradise on earth. Just listen and see.

1318/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses the task of explaining how the poet encourages the reader to observe and appreciate nature and provides analysis and text support for the idea that nature is like a treasure. The writer generates a focused response and uses precise word choice and vocabulary from the text. An organizational pattern and mode suited to the purpose are evident, and a clear use of quotations attributes information to the text. Demonstration of conventions of standard English is shown, and the errors that are present do not interfere with meaning.

**AN EXAMPLE OF A LEVEL 2 ON TEXT DEPENDENT ANALYSIS RUBRIC**

16. The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Explain how the poet uses sights and sounds to accomplish this purpose. Write a well-organized, structured response using specific evidence from the poem to support your answer.

The poem explains what animals and nature look like and sound like so you can see and hear the Hidden Kingdom. You can see the tall and slender cattail grass and a sparkling pond. you can also hear the ribbid ribbit of frogs and the coo coo of doves. You can see each tiny leaf on the trees. There are deer coyotes posums and raccoons.

the poem makes me like I am actualy in the hidden forest and I can see and hear all the things there it is very cool.

451/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response partially addresses the task of explaining how the poet encourages the reader to observe and appreciate nature and provides partial analysis and text support for the idea that the reader can see, hear, and feel the Hidden Kingdom. The writer generates a partially focused response and occasionally uses precise word choice and vocabulary from the text. An organizational pattern and mode suited to the purpose are somewhat lacking. Partial demonstration of conventions of standard English is shown, with some grammatically correct sentences and some errors that occasionally interfere with meaning.

**AN EXAMPLE OF A LEVEL 1 ON TEXT DEPENDENT ANALYSIS RUBRIC**

16. The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Explain how the poet uses sights and sounds to accomplish this purpose. Write a well-organized, structured response using specific evidence from the poem to support your answer.

The poem is about nature. Like the cattails and the water lilies. It tell about the frog, owl, birds and squirrels Then the herons and fish, deer, coyotes, possums and raccoons. That is all the animals This poem has some ryming too so it is a good poem.

254/6000

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response demonstrates a limited understanding of the text. It minimally addresses the task of explaining how the poet encourages the reader to observe and appreciate nature, but overall, analysis of the text is inadequate. Little evidence from the passage has been provided to support the ideas. The response demonstrates little evidence of an organizational pattern, providing only basic introductory and concluding statements and few, if any, transitions. Precise word choice and content-specific vocabulary are lacking, and demonstration of conventions of standard English is ineffective.

**INDEPENDENT WRITING ITEMS**

17. This question has two parts. Answer part A, and then answer part B.

Read the paragraph.

In chess, there are six kinds of pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. Each kind of chess piece moves a certain way. The object of the game is to checkmate your opponent's king. Checkmate means your opponent cannot make a move without his or her king being captured. At the same time, you must protect your own king. The more you play chess, the less difficult the game will become.

**Part A**

Which sentence is the BEST topic sentence for the paragraph?

- A. The most powerful piece in chess is the queen.
- B. The game chess is like checkers, but it is more complicated.
- C. Chess has become a popular program for schools.
- D. In recent years, computers have been programmed to play chess.

**Part B**

Why is your choice in part A the BEST choice?

- A. It states a fact and an opinion.
- B. It provides a reason to learn about the topic.
- C. It offers a reason for the opinion.
- D. It presents the topic and an opinion about it.

Item Information		
<b>Alignment</b>	4.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
<b>Answer Key</b>	<b>Part A:</b> B <b>Part B:</b> D	<p style="text-align: center;"><b>Option Annotations</b></p> <p>The student is asked to determine the best topic sentence for the paragraph and then to identify why this is the best topic sentence.</p> <p><b>Part A:</b> Option B is the correct answer since it indicates that the topic of the paragraph is chess and provides an opinion that is supported by the details in the paragraph. Option A is incorrect because it is an additional detail about one of the specific pieces in the game. Options C and D are incorrect because they are ideas about chess that are not supported by any of the details in the paragraph.</p> <p><b>Part B:</b> Option D is correct because the answer to part A provides the topic of the paragraph (chess) and indicates an opinion about the topic (it is more complicated than checkers). While Option A is plausible, Option D is a better explanation of why the topic sentence in part A is correct. Option B is incorrect because the topic sentence does not provide a clear reason to learn about chess. Option C is incorrect because the answer to part A does not offer a reason for the opinion.</p> <p>This item is worth 2 points. To receive full credit, the student must select the correct answer for both part A and part B. To receive 1 point, the student must select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
<b>Depth of Knowledge</b>	3	
<b>Focus</b>	Conclusion	

18. A student is writing a research report about silent movies. Read the sentences from her report and the directions that follow.

The first motion pictures, or movies, were invented in the late 1800s. These were not movies that told a story, though. They were moving pictures of scenes from real life. The first movie that told a story was *The Great Train Robbery*. This movie was made in 1903, and it was about eleven minutes long. Like all early movies, it was a silent movie. This means that it had no sound.

Which source would most likely give the student more information about the ideas she has written?

- A. a book called *The Greatest Movies of the Last Ten Years*
- B. a magazine article called “How to Make Your Own Movie”
- C. a chapter called “Silent Movies” in the book *A History of Movies*
- D. a dictionary that has the meanings of the words “silent” and “movie”

Item Information		
<b>Alignment</b>	4.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
<b>Answer Key</b>	C	<b>Option Annotations</b>  The student is asked to determine which source would include information to support the writer’s ideas. Option C is the correct answer since the book includes information that is relevant to the topic and the time period that is discussed in the paragraph. Options A and C are incorrect since the topic of the paragraph is not modern movies or movie-making. Option D is incorrect because the definitions of “silent” and “movie” are already provided in the paragraph.
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Relevant Information	

19. Read the sentence.

The runner ran down the track at the start of the 100-meter race.

Which word BEST replaces ran to make the sentence more precise?

- A. stepped
- B. dashed
- C. walked
- D. hurried

Item Information		
<b>Alignment</b>	4.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
<b>Answer Key</b>	B	<b>Option Annotations</b>  The student is asked to select a word that is more precise than “ran.” Option B is correct because the word “dashed” is most precise for the context of a race. Options A, C, and D are incorrect because they do not fit the context of the sentence.
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Precise Word Choice	

**NeSA-ENGLISH LANGUAGE ARTS  
ITEM AND SCORING SAMPLER  
GRADE 4**

Copyright © 2015 by the Nebraska Department of Education. The materials contained in this publication may be duplicated by Nebraska educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.