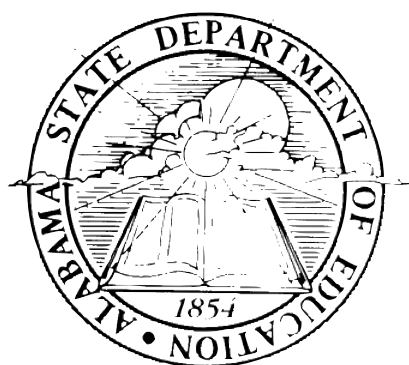


# *Alabama Reading and Mathematics Test*

## **Item Specifications**

**for**

# **Reading Grade 5**



**Dr. Joseph B. Morton**  
**State Superintendent of Education**  
**Alabama State Department of Education**  
**Montgomery, Alabama**  
**Bulletin 2005, No. 85**

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## ARMT GRADE 5 READING

### INTRODUCTION

This bulletin provides specific information about the *Alabama Reading and Mathematics Test* (ARMT). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT. Multiple-choice and open-ended items assess student performance on the ARMT in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

<b>Content Standard</b>	A statement of what students should know and be able to do by the end of the academic year
<b>Item Type</b>	Multiple-choice items, open-ended items
<b>Additional Information</b>	Further information about the test items for the content standard
<b>Sample Items</b>	A collection of item types for each content standard
<b>Answer Key</b>	Answers for multiple-choice items
<b>Scoring Rubrics for Open-Ended Items</b>	Scoring guide for open-ended items

## DEFINITION OF READING MATERIALS

**Literary/recreational** reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

**Informational/textual** reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

**Functional** reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.

**CONTENT STANDARDS**  
**Grade 5**

CONTENT STANDARD	POINTS POSSIBLE
<p><b>1 – Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.</b></p> <ul style="list-style-type: none"> <li>• Word “chunks” or parts Example: “mark,” “remark,” or “able” in <i>remarkable</i></li> <li>• Inflected endings such as <i>ed</i> or <i>ing</i></li> <li>• Possessives and contractions</li> </ul>	9
<p><b>2 – Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.</b></p> <ul style="list-style-type: none"> <li>• Determining sequence of events</li> <li>• Comparing and contrasting</li> <li>• Distinguishing fiction from nonfiction</li> <li>• Using sentence structure and context</li> <li>• Using prior knowledge and experience to interpret</li> <li>• Skimming</li> <li>• Inferring motive</li> </ul>	18
<p><b>3 – Recognize the use or effect of literary elements and devices—including setting, character traits, stated purpose, metaphors, and simple symbolism—and recognize stated purpose and gain information from various text formats, including tables and charts.</b></p> <ul style="list-style-type: none"> <li>• Persuasive techniques</li> <li>• Main idea and supporting details</li> <li>• Personification</li> <li>• Implied purpose</li> </ul>	18

## ARMT GRADE 5 READING

<p><b>4 – Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade functional and textual/informational reading materials.</b></p> <ul style="list-style-type: none"><li>• Determining sequence of events</li><li>• Determining cause and effect</li><li>• Distinguishing fact from opinion</li><li>• Previewing and predicting</li><li>• Using sentence structure and context</li><li>• Using prior knowledge and experience to interpret</li><li>• Self-monitoring text understanding</li></ul> <p>Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experiences</p> <ul style="list-style-type: none"><li>• Using expanded vocabulary</li><li>• Recognizing persuasive techniques</li><li>• Skimming</li><li>• Using reference materials</li></ul>	<b>18</b>
<b>TOTAL POINTS POSSIBLE</b>	<b>63</b>



# PASSAGES WITH ITEMS

*These are the directions given to students.*

**DIRECTIONS:**

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.

## A Brother's Rice

Long ago, a father divided his land between his two sons, Ming and Chung. The brothers shared the land equally that had been in the family's possession for many years. Over time, Ming married and had a family while Chung remained single.

The land produced an ample amount of rice. Each son worked diligently, cutting the golden stalks, threshing the rice, and spreading it out in the hot sun to dry. A few years passed and the brothers were satisfied.

One night as Ming was resting under the stars, he began to think of how fortunate he was to have a wonderful family. Chung, however, had no one. This caused Ming to worry. "I have my wife and two strong sons, but my brother is all alone. He has no one to help him harvest the rice. I cannot sleep until I have done something!"

Ming got up, collected two large baskets of rice from his own yard, and carried them over the fields to his brother's yard. He felt a deep sense of satisfaction as he left his two baskets of rice outside his brother's hut.

The next morning, Ming nearly fainted in disbelief. He found two baskets of rice outside his door. He had delivered the exact same amount to his brother the night before. Ming scratched his head, confused. Perhaps he had not delivered the rice to his brother after all; perhaps he had only dreamed about doing so. Regardless, he felt he must correct the situation as soon as possible.

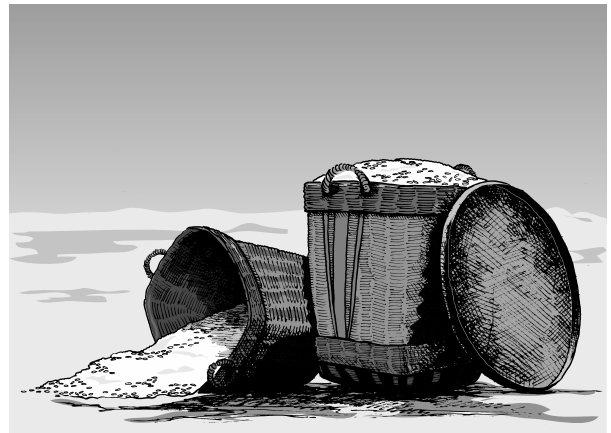
That night, Ming again gathered two baskets of rice from his own yard and headed toward his brother's house. It was a particularly dark night, and he had trouble finding his way along the shadowy path. About halfway there, he bumped into someone in the darkness.

"Brother!" said a voice. "It's you! What brings you out so late tonight?"

"I was worried about you," answered Ming. "I have my wife and sons to help me, but you have no one. Last night I thought I had brought you two baskets of rice, but when I awoke, the baskets of rice were back on my doorstep. Tonight, I am only bringing you what I thought I had delivered last night."

"Ah, my devoted brother!" laughed Chung. "I, too, was worried, but about you. You have four mouths to feed, and I have only one. Surely you need a greater ration than I. So last night, it was I bringing you two baskets of rice! Like you, I found the two baskets of rice I thought I had delivered and was confused. I decided to return them to your home tonight to make things right."

The two brothers embraced and vowed to always let the other know if he were in need. They returned to their homes, satisfied that each was comfortable with his own portion of rice. Indeed, they learned that there was truly no need for worry when their hearts acted as one.



## ARMT GRADE 5 READING

1. In the story, what advantage does Ming have over Chung?

- A** A larger area on which to plant rice
- B** Land that is better suited for farming
- C** The resources to harvest the rice faster
- D** A better house and more possessions

3. Ming and Chung are *similar* to each other because they both are —

- A** afraid of being poor
- B** confused about the future
- C** devoted to one another
- D** excited about getting more rice

2. This story would *most likely* be found in a —

- A** collection of folktales
- B** website about rice
- C** book of poetry
- D** guide on farming

4. Based on information in the story, you can tell that the father of Ming and Chung loved his two sons equally because —

- A** both Ming and Chung spoke highly of him
- B** he gave them both the same amount of land
- C** he taught both Ming and Chung the best way to farm
- D** the brothers learned concern for each other from him

## ARMT GRADE 5 READING

5. Why did each of the brothers think that he had to help the other?

- A** Their father had taught them to put others first.
- B** Each thought that he was smarter than the other.
- C** They were both too proud to receive help from others.
- D** Each thought that he had a more secure life than the other.

7. The author of this story *most likely* believes that —

- A** showing concern for family members is an admirable trait
- B** family members should never interfere in each other's lives
- C** it is a bad idea for family members to work together
- D** family members who live apart have much better relationships

6. In the last paragraph, what does the author *most likely* mean when he says "their hearts acted as one"?

- A** The brothers loved things exactly the same way.
- B** The brothers shared the same feelings for each other.
- C** One of the brothers would always be able to support the other.
- D** Each brother was the most important person in the other's life.

8. Which of these *best* describes how both Ming and Chung behaved in this story?

- A** Adventurously
- B** Colorfully
- C** Courageously
- D** Generously

9. Ming and Chung could both *best* be described as —

- A** afraid of being poor
- B** confused about the future
- C** devoted to family
- D** excited about getting food

## ARMT GRADE 5 READING

10. It is understood from this story that both Ming and Chung are —

- A** afraid of starving
- B** well-educated men
- C** happy with their lives
- D** unable to think reasonably

11. Which of these *best* describes Ming and Chung's father?

- A** Fair
- B** Lively
- C** Strong
- D** Clever

12. Summarize this story.

Support your response with specific details from the story.

Write your response in the answer document.

13. How do the positive characteristics of the two brothers teach a lesson to the reader?

Use details from the story to support your response.

Write your response in the answer document.

## Past and Future Friends

It was the first day of school. Mike looked around self-consciously and tightened his grip on his books. When he spotted his friend Jack down the hall, he smiled slightly and increased his pace. Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack. Lou and Patrick, two of the most popular guys in school, were Jack's new football teammates. Mike stopped walking and watched Jack, Lou, and Patrick laughing and playfully shoving each other as they walked down the hall.

Later that day, Mike saw that Jack was in his P.E. class. Relieved, he approached Jack and was greeted with a "hey." Before Mike could answer, though, Patrick strutted into the gym and Jack hurried to join him on the court.

The scene in front of him faded away as Mike remembered another day of school almost two years earlier.

*"Got anything good?"*

*The dark-haired boy looked up from the cafeteria table where he was sitting alone. He waved his hand at the remains of his paper-bag lunch. "Not really."*

*"I'm Mike Adams," Mike had said. "You're Jack, right? How do you like Markham Elementary School so far?"*

*Jack gave a small smile. "Can't say I like being the new kid. People aren't being very friendly."*

*"You just have to give them a chance," Mike said. "Come over to my table, I'll introduce you."*

The two boys had quickly become best friends. They had done everything together: practicing their skateboarding moves, riding their bikes to get ice cream, and fishing at Miller's Pond.

Still, Mike had not seen much of Jack over this last summer. Jack's family had gone on vacation for several weeks, and then Jack had started football practice, which was clearly how he had become such good friends with Lou and Patrick. Mike felt a knot in the pit of his stomach. Was he going to lose his best friend because he had not tried out for football? As he looked at Jack's stylish new clothes and haircut, the knot in his stomach grew.

After class, he left without trying to talk to Jack, and for the next few days, Mike avoided him altogether.

Mike was walking home from school on Thursday when he heard footsteps behind him.

"Hey Mike! Wait up!" It was Jack. Catching up to Mike, he asked, "What's with you, man?"

"What's with *me*?" Mike snapped. "Where's your fan club? Patrick and Lou? I'm surprised to see you without them."



(continued on next page)

Jack looked shocked. “They’re good guys. You just have to give them a chance.” He shook his head, and as he turned to walk off, he muttered, “Tomorrow, come over to my table, I’ll introduce you.”

Mike was a frozen statue as he watched Jack stomp away. Did his friend realize that was the same invitation Mike had offered to Jack two years ago?

At lunch the next day, Mike entered the cafeteria and saw Jack and Lou sitting together. Before he could change his mind, he carried his tray over to their table. Trying to sound casual, he asked, “Got anything good?”

1. How can the reader tell that this story is realistic fiction?

- A** The character’s experiences actually happened to real people.
- B** The characters are not real, but they have believable experiences.
- C** The characters have experiences that are impossible in real-life situations.
- D** The characters are real people whose experiences are invented by the author.

2. Mike expects Jack to be friendly when the new school year starts because they —

- A** have been pals since they met
- B** play on the same football team
- C** know many of the same people
- D** have spent the summer together

3. Read these sentences from the story.

“What’s with *me*?” Mike snapped. “Where’s your fan club? Patrick and Lou? I’m surprised to see you without them.”

Jack looked shocked. “They’re good guys. You just have to give them a chance.”

Why did Jack look “shocked” in this part of the story?

- A** He is angry at Mike’s behavior.
- B** He is unaware of Mike’s feelings.
- C** He is surprised Mike joined the team.
- D** He is amazed Mike is a friend of Lou’s.

4. What happened after Jack offered to introduce Mike to his new friends?

- A** Jack stopped Mike after school to discuss their friendship.
- B** Mike avoided Jack and his friends in the hallway.
- C** Mike remembered giving Jack the same invitation two years ago.
- D** Mike and Jack spent the summer fishing at Miller's pond.

5. Read this sentence from the story.

Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.

At this point in the story, Mike *probably* feels —

- A** jealous of Patrick and Lou
- B** confused by Jack's actions
- C** anxious to make new friends
- D** hopeful about the school year

6. Read this sentence from the story.

Mike felt a knot in the pit of his stomach.

This sentence shows how Mike feels by —

- A** explaining that someone is sick
- B** describing a physical sensation
- C** comparing two similar emotions
- D** expressing the idea of hunger

7. Which of these is a *metaphor* in the story?

- A** "Mike was walking home from school on Thursday when he heard footsteps behind him."
- B** "The two boys had quickly become best friends."
- C** "Mike was a frozen statue as he watched Jack stomp away."
- D** "Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack."



## ARMT GRADE 5 READING

8. In the story, how does Mike's problem begin?

- A** He keeps to himself in the cafeteria.
- B** He does not make the football team.
- C** He does not know anyone in school.
- D** He notices Jack with his new friends.

10. What events in the story lead Mike to believe that Jack has neglected him as a friend?

Use examples from the story to support your response.

Write your response in the answer document.

9. Why did Mike believe he was going to lose his friend Jack?

Use examples from the story to support your response.

Write your response in the answer document.

## Living History

Partridge Pea, Mexican Hat, Black-eyed Susan, Turtlehead, and Skunk Cabbage are all names from the past. No, they are not outlaws from the Wild West nor cartoon characters from television. They are a part of our nation's history that still exists today. These names refer to wildflowers.

Wildflowers grow naturally. They are the flowering plants you see (especially in the springtime) growing in a meadow, in a forest, or even along the side of the road. Over 15,000 different kinds of wild plants grow in the United States and Canada.

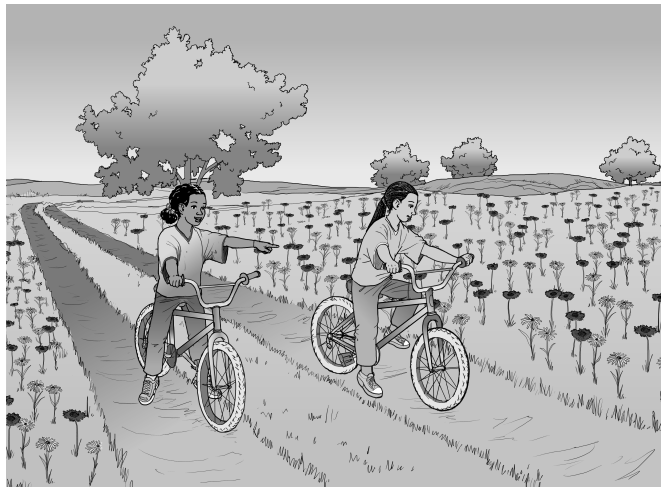
Wildflowers are different from other flowers because they thrive on their own, without help from people.

Many of the wildflowers you see today are the same kinds that settlers saw hundreds of years ago when they first came to this country. Some of these wildflowers even kept their original names, such as the Mexican Hat and the Turtlehead. But be aware; these names may refer to different plants depending on which part of the country they are found!

There are a few types of wildflowers that came with the settlers. Seeds were collected, packed, and later planted to remind the settlers of their home. Other times wildflower seeds just happened to be mixed in with other grains and materials the settlers brought. Many of these species of plants have flourished here for over two hundred years.

### Tips for Enjoying Wildflowers

- |   |   |
|---|---|
| 1 | Visit a botanical garden or wildflower center.                |
| 2 | Create your own wildflower garden in containers or your yard. |
| 3 | Take a hike through the countryside during the spring.        |



Wildflowers are important in many different ways.

The state flower of many states is often a wildflower. A variety of wildflowers has been used in the making of medicines. In fact, eighty percent of medicines were originally developed from wild plants. Wildflowers also help the quality of the air by recycling carbon dioxide (a waste product of our breathing) and producing oxygen. In addition, and perhaps most importantly, wildflowers furnish nature with beauty wherever they are.

Many U.S. citizens have realized that wildflowers are an important part of the country's history. Former First Lady, Claudia "Lady Bird" Johnson, formed the National Wildflower Research Center in Texas. The center is dedicated to protecting wildflowers. Many botanical gardens and wildflower organizations, such as the Alabama Wildflower Society, have been created to protect wildflowers and help us appreciate them across the region.

1. According to the passage, wildflowers can grow in a meadow, forest, or along the side of a road. In what other *natural* setting could wildflowers grow?

- A** A ceramic pot
- B** A vacant lot
- C** A laboratory
- D** A greenhouse

2. According to the passage, which of these traits sets wildflowers apart from other flowers?

- A** Wildflowers can flourish without human help.
- B** Wildflowers bloom much better inside a house.
- C** Wildflowers need a lot of fertilizer and space.
- D** Wildflowers produce oxygen from carbon dioxide.

3. Which of these *most* accurately describes the main idea of the passage?

- A** Wildflowers should be appreciated for more than their beauty.
- B** Settlers brought wildflowers seeds mixed with their grain.
- C** Wildflowers improve the quality of the air we breathe.
- D** Flowering plants are an important resource for perfume.

4. You can tell the author of this passage wants the reader to —

- A** join the local Alabama Wildflower Society
- B** become a supporter of plant research
- C** understand the many benefits of wildflowers
- D** convince other students to grow wildflowers in the classroom

5. The passage *probably* includes the “Tips for Enjoying Wildflowers” table because —

- A** most people are too busy to read about different wildflowers
- B** the information encourages further study of wildflowers
- C** wildflowers can only be enjoyed in very specific locations
- D** there are too many different types of wildflowers to see at one time

6. Which of these would be the *best* choice for another title for this passage?

- A** *Gathering Wildflowers*
- B** *Identifying the Wildflower*
- C** *Wildflowers: Past and Present*
- D** *Flowering Plants of North America*

7. Read this sentence from the passage.

But be aware; these names may refer to different plants depending on which part of the country they are found!

The passage includes this warning because —

- A** some parts of the country do not keep records of wildflowers
- B** only some types of wildflowers are named after historic places
- C** some of these names are very old and difficult to pronounce
- D** confusion may result from a flower having different names

8. The table titled “Tips for Enjoying Wildflowers” is included with the passage to give the reader quick access to ideas for —

- A** planning projects related to wildflowers
- B** making medicine from wildflowers
- C** naming flowers in the wild
- D** joining the Alabama Wildflower Society

## ARMT GRADE 5 READING

9. According to the passage, what role did the early American settlers play in the development of wildflowers?

Include details from the passage to support your response.

Write your response in the answer document.

10. Write a summary of this passage.

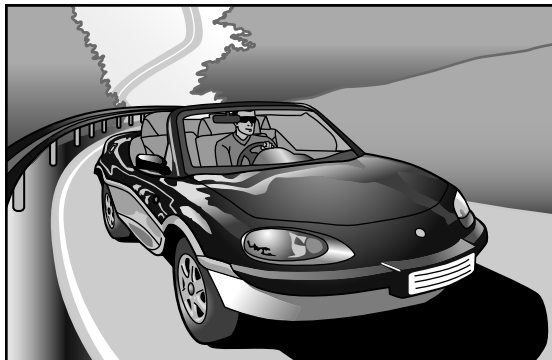
Include important details from the passage to support your response.

Write your response in the answer document.

## The Car that Loves Water

A recent scene on London's River Thames was far from normal. In fact, people walking by must have thought they were watching a scene from a spy movie. Before their eyes, a sports car splashed into the water and sped up and down the river reaching speeds of 30 miles per hour.

This fancy, complex car is called the *Aquada*<sup>TM</sup>.<sup>1</sup> On the road, it can reach speeds of up to 100 miles per hour, and if a bridge is out, that's no problem! The car just proceeds into the water. At the touch of a button by the operator, its wheels slide up into the wheel wells, and jet power propels the car through the water like a speedboat.



Developers have been working for many years on a concept car that could travel both on land and water. Yet, the forerunners of the *Aquada* had only been able to reach about a third of its speed on the water, and could not switch easily from land to water. The *Aquada* makes the land to water adjustment in a mere six seconds.

The inspiration for this car came from New Zealand. A man named Alan Gibbs built his first vehicle for land and water in 1995. A few years later, he moved to Great Britain where he finished his work on his new design he called the *Aquada*. According to Gibbs, the car included more than 60 new functional inventions.

Planning and building this car took seven years. During that time, approximately 70 people worked on it. They produced a car that is fueled by unleaded gas and has a 175 horsepower engine. The aluminum frame helps the car handle well on the road. The car's body consists of light materials that help keep it afloat.

Although the *Aquada* looks like most sports cars, there are a few clear differences. The most visible difference is that the car lacks doors. This is to keep water from leaking into the car. The roof is removable so that passengers must climb over the sides in order to enter the vehicle.

The first production line of the *Aquada* consisted of only 100 vehicles. One might wonder why so few cars were produced. Since an enormous amount of money was spent developing this sports car, the starting price was around \$230,000 per car. So, if you want to enter the spy business, you had better start saving your pennies!



<sup>1</sup>"Aquada" is a registered trademark of Aquada Corporation Ltd.

1. Based on the information in the passage, a reader can tell that Alan Gibbs is —

- A** inaccurate
- B** dedicated
- C** generous
- D** persuasive

2. Which of these is *not* a characteristic of the *Aquada*?

- A** It contains many new functional inventions.
- B** It travels faster on water than its forerunners.
- C** It can reach speeds of 175 miles per hour.
- D** It switches easily from land to water.

3. The makers of the *Aquada* produced a small number of cars because —

- A** the cost of the car limits the number of possible buyers
- B** only movie companies want to use the vehicle
- C** many people cannot operate the car in water
- D** the inventor wanted to make more improvements

4. Which of these is an *opinion* in the passage?

- A** “. . . passengers must climb over the sides in order to enter the vehicle.”
- B** “. . . a sports car splashed into the water and sped up and down the river . . .”
- C** “The car’s body consists of light materials that help keep it afloat.”
- D** “In fact, people walking by must have thought they were watching a scene from a spy movie.”

5. Which of these is the *best* summary sentence for the invention of the *Aquada*?

- A** Though it looks like a car from a science fiction magazine, the *Aquada* can propel itself through the water at 30 miles per hour and travel up to 100 miles per hour on land.
- B** The *Aquada* originally cost more than two hundred thousand dollars, and there were only 100 models produced in its first year.
- C** After seven years, and with the help of 70 people, Alan Gibbs produced the *Aquada*, a lightweight sports car that can travel on water.
- D** Unlike most expensive sports cars, in order to prevent water leaks, the only way to enter the *Aquada* is through the removable roof.

7. Read this sentence from the passage.

This fancy, complex car is called the *Aquada*<sup>TM</sup>.

According to the passage, the symbol after the word *Aquada* indicates —

- A** the initial of the manufacturing company
- B** a trademark for the name of the car
- C** the difference between the types of cars
- D** an emblem that represents the inventor

6. The *Aquada* does not have any doors in order to —

- A** prevent water leaks
- B** reduce the weight of the car
- C** allow it to move faster
- D** make it look like other sports cars



### A Comparison of the *Aquada* to the Leading Sports Car

	Top Speed	Engine Horsepower	Way to Enter or Exit the Vehicle	Number of 1st Year Cars Produced	Average Price in 2001
<b><i>Aquada</i></b>	Land – 100 mph  Water – 30 mph	175	removable roof	100	\$230,000
<b>Leading Sports Car</b>	175 mph	345	doors	300	\$55,000

*Note: The values listed are approximate. Each car has its own specifications.*

8. According to the table, which of these *probably* makes the *Aquada* unavailable to the average consumer?

- A** Its top speed on land
- B** Its ability to drive on water
- C** The horsepower of its engine
- D** The cost of the vehicle

## ARMT GRADE 5 READING

9. Explain why the title is appropriate for the passage.

Use details from the passage to support your response.

Write your response in the answer document.

10. Explain why seeing the *Aquada* for the first time, people “must have thought they were watching a scene from a spy movie.”

Use details from the passage to support your response.

Write your response in the answer document.

**ITEMS NOT  
ASSOCIATED WITH  
A PASSAGE**

**DIRECTIONS:**

**Read the sentence in the box. Then choose the answer in which the underlined word is used in the same way. Mark the space for the answer you have chosen.**

1. The ocean's waves will wreck the sandcastle.

- A** Martha was a wreck after she lost her favorite toy.
- B** Look at the wreck John is driving to school.
- C** His friends plan to wreck their old tree house so they can build a new one.
- D** The field was a wreck after the exciting soccer game ended.

2. The bell will ring four times to let our school know about the fire drill.

- A** Laura had to clean up the ring of juice her glass left on the table.
- B** My ears started to ring from the loud noise in the hallway.
- C** The class formed a ring around Mark and sang to him for his birthday.
- D** My sister brought me a silver ring from Arizona.

# ITEMS BY CONTENT STANDARD

## Content Standard 1

**Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.**

- Word “chunks” or parts  
Example: “mark,” “remark,” or “able” in *remarkable*
- Inflected endings such as *ed* or *ing*
- Possessives and contractions

### Item Type

Multiple-choice

### Additional Information

Items not associated with passages

### Sample Multiple-Choice Items

The items below reference “Items Not Associated with a Passage” on page 24.

1. The ocean’s waves will wreck the sandcastle.

- A** Martha was a wreck after she lost her favorite toy.
- B** Look at the wreck John is driving to school.
- C** His friends plan to wreck their old tree house so they can build a new one. \*
- D** The field was a wreck after the exciting soccer game ended.

2. The bell will ring four times to let our school know about the fire drill.

- A** Laura had to clean up the ring of juice her glass left on the table.
- B** My ears started to ring from the loud noise in the hallway. \*
- C** The class formed a ring around Mark and sang to him for his birthday.
- D** My sister brought me a silver ring from Arizona.

**Content Standard 2**

Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.

- Determining sequence of events
- Comparing and contrasting
- Distinguishing fiction from nonfiction
- Using sentence structure and context
- Using prior knowledge and experience to interpret
- Skimming
- Inferring motive

**Item Type**

Multiple-choice

Open-ended

**Additional Information**

Items associated with literary/recreational passages and poetry

**Sample Multiple-Choice Items**

The items below reference “A Brother’s Rice” on page 6.

1. In the story, what advantage does Ming have over Chung?

- A** A larger area on which to plant rice
- B** Land that is better suited for farming
- C** The resources to harvest the rice faster \*
- D** A better house and more possessions

2. This story would *most likely* be found in a —

- A** collection of folktales \*
- B** website about rice
- C** book of poetry
- D** guide on farming

## ARMT GRADE 5 READING

The items below reference “A Brother’s Rice” on page 6.

3. Ming and Chung are *similar* to each other because they both are —

- A** afraid of being poor
- B** confused about the future
- C** devoted to one another \*
- D** excited about getting more rice

4. Based on information in the story, you can tell that the father of Ming and Chung loved his two sons equally because —

- A** both Ming and Chung spoke highly of him
- B** he gave them both the same amount of land \*
- C** he taught both Ming and Chung the best way to farm
- D** the brothers learned concern for each other from him

5. Ming and Chung could both *best* be described as —

- A** afraid of being poor
- B** confused about the future
- C** devoted to family \*
- D** excited about getting food

The items below reference “Past and Future Friends” on pages 10–11.

6. How can the reader tell that this story is realistic fiction?

- A** The character’s experiences actually happened to real people.
- B** The characters are not real, but they have believable experiences. \*
- C** The characters have experiences that are impossible in real-life situations.
- D** The characters are real people whose experiences are invented by the author.

7. Mike expects Jack to be friendly when the new school year starts because they —

- A** have been pals since they met \*
- B** play on the same football team
- C** know many of the same people
- D** have spent the summer together



The items below reference “Past and Future Friends” on pages 10–11.

8. Read these sentences from the story.

“What’s with *me*?” Mike snapped.  
“Where’s your fan club? Patrick and Lou? I’m surprised to see you without them.”

Jack looked shocked. “They’re good guys. You just have to give them a chance.”

Why did Jack look “shocked” in this part of the story?

- A** He is angry at Mike’s behavior.
- B** He is unaware of Mike’s feelings. \*
- C** He is surprised Mike joined the team.
- D** He is amazed Mike is a friend of Lou’s.

9. What happened after Jack offered to introduce Mike to his new friends?

- A** Jack stopped Mike after school to discuss their friendship.
- B** Mike avoided Jack and his friends in the hallway.
- C** Mike remembered giving Jack the same invitation two years ago. \*
- D** Mike and Jack spent the summer fishing at Miller’s pond.

## ARMT GRADE 5 READING

### Sample Open-Ended Items

The item below references “A Brother’s Rice” on page 6.

10. Summarize this story.

Support your response with specific details from the story.

Write your response in the answer document.

The item below references “Past and Future Friends” on pages 10–11.

11. Why did Mike believe he was going to lose his friend Jack?

Use examples from the story to support your response.

Write your response in the answer document.

### Content Standard 3

**Recognize the use or effect of literary elements and devices—including setting, character traits, stated purpose, metaphors, and simple symbolism—and recognize stated purpose and gain information from various text formats, including tables and charts.**

- Persuasive techniques
- Main idea and supporting details
- Personification
- Implied purpose

### Item Type

Multiple-choice

Open-ended

### Additional Information

Phrases or poetry may be used.

Items not associated with a passage will be used.

### Sample Multiple-Choice Items

The items below reference “A Brother’s Rice” on page 6.

1. Why did each of the brothers think that he had to help the other?

- A** Their father had taught them to put others first.
- B** Each thought that he was smarter than the other.
- C** They were both too proud to receive help from others.
- D** Each thought that he had a more secure life than the other. \*

2. In the last paragraph, what does the author *most likely* mean when he says “their hearts acted as one”?

- A** The brothers loved things exactly the same way.
- B** The brothers shared the same feelings for each other. \*
- C** One of the brothers would always be able to support the other.
- D** Each brother was the most important person in the other’s life.

## ARMT GRADE 5 READING

The items below reference “A Brother’s Rice” on page 6.

3. The author of this story *most likely* believes that —

- A** showing concern for family members is an admirable trait \*
- B** family members should never interfere in each other’s lives
- C** it is a bad idea for family members to work together
- D** family members who live apart have much better relationships

4. Which of these *best* describes how both Ming and Chung behaved in this story?

- A** Adventurously
- B** Colorfully
- C** Courageously
- D** Generously \*

5. It is understood from this story that both Ming and Chung are —

- A** afraid of starving
- B** well-educated men
- C** happy with their lives \*
- D** unable to think reasonably

6. Which of these *best* describes Ming and Chung’s father?

- A** Fair \*
- B** Lively
- C** Strong
- D** Clever

The items below reference “Past and Future Friends” on pages 10–11.

7. Read this sentence from the story.

Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.

At this point in the story, Mike *probably* feels —

- A** jealous of Patrick and Lou
- B** confused by Jack’s actions \*
- C** anxious to make new friends
- D** hopeful about the school year

9. Which of these is a *metaphor* in the story?

- A** “Mike was walking home from school on Thursday when he heard footsteps behind him.”
- B** “The two boys had quickly become best friends.”
- C** “Mike was a frozen statue as he watched Jack stomp away.” \*
- D** “Before he could catch up, however, two other boys sprinted down the hall and fell into step with Jack.”

8. Read this sentence from the story.

Mike felt a knot in the pit of his stomach.

This sentence shows how Mike feels by —

- A** explaining that someone is sick
- B** describing a physical sensation \*
- C** comparing two similar emotions
- D** expressing the idea of hunger

10. In the story, how does Mike’s problem begin?

- A** He keeps to himself in the cafeteria.
- B** He does not make the football team.
- C** He does not know anyone in school.
- D** He notices Jack with his new friends. \*

The items below reference “Living History” on page 14.

11. According to the passage, wildflowers can grow in a meadow, forest, or along the side of a road. In what other *natural* setting could wildflowers grow?

- A** A ceramic pot
- B** A vacant lot \*
- C** A laboratory
- D** A greenhouse

14. You can tell the author of this passage wants the reader to —

- A** join the local Alabama Wildflower Society
- B** become a supporter of plant research
- C** understand the many benefits of wildflowers \*
- D** convince other students to grow wildflowers in the classroom

12. According to the passage, which of these traits sets wildflowers apart from other flowers?

- A** Wildflowers can flourish without human help. \*
- B** Wildflowers bloom much better inside a house.
- C** Wildflowers need a lot of fertilizer and space.
- D** Wildflowers produce oxygen from carbon dioxide.

15. The table titled “Tips for Enjoying Wildflowers” is included with the passage to give the reader quick access to ideas for —

- A** planning projects related to wildflowers \*
- B** making medicine from wildflowers
- C** naming flowers in the wild
- D** joining the Alabama Wildflower Society

13. Which of these *most* accurately describes the main idea of the passage?

- A** Wildflowers should be appreciated for more than their beauty. \*
- B** Settlers brought wildflowers seeds mixed with their grain.
- C** Wildflowers improve the quality of the air we breathe.
- D** Flowering plants are an important resource for perfume.

## ARMT GRADE 5 READING

The items below reference “The Car That Loves Water” on page 18.

16. Based on the information in the passage, a reader can tell that Alan Gibbs is —

- A** inaccurate
- B** dedicated \*
- C** generous
- D** persuasive

17. Which of these is *not* a characteristic of the *Aquada*?

- A** It contains many new functional inventions.
- B** It travels faster on water than its forerunners.
- C** It can reach speeds of 175 miles per hour. \*
- D** It switches easily from land to water.

The item below references “The Car That Loves Water” on page 18.

### A Comparison of the *Aquada* to the Leading Sports Car

	Top Speed	Engine Horsepower	Way to Enter or Exit the Vehicle	Number of 1st Year Cars Produced	Average Price in 2001
<b><i>Aquada</i></b>	Land – 100 mph  Water – 30 mph	175	removable roof	100	\$230,000
<b>Leading Sports Car</b>	175 mph	345	doors	300	\$55,000

*Note: The values listed are approximate. Each car has its own specifications.*

18. According to the table, which of these *probably* makes the *Aquada* unavailable to the average consumer?

- A** Its top speed on land
- B** Its ability to drive on water
- C** The horsepower of its engine
- D** The cost of the vehicle \*



## ARMT GRADE 5 READING

### Sample Open-Ended Items

The item below references “A Brother’s Rice” on page 6.

19. How do the positive characteristics of the two brothers teach a lesson to the reader?

Use details from the story to support your response.

Write your response in the answer document.

The item below references “Living History” on page 14.

21. According to the passage, what role did the early American settlers play in the development of wildflowers?

Include details from the passage to support your response.

Write your response in the answer document.

The item below references “Past and Future Friends” on pages 10–11.

20. What events in the story lead Mike to believe that Jack has neglected him as a friend?

Use examples from the story to support your response.

Write your response in the answer document.

**Content Standard 4**

Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade functional and textual/informational reading materials.

- Determining sequence of events
- Determining cause and effect
- Distinguishing fact from opinion
- Previewing and predicting
- Using sentence structure and context
- Using prior knowledge and experience to interpret
- Self-monitoring text understanding

Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experiences

- Using expanded vocabulary
- Recognizing persuasive techniques
- Skimming
- Using reference materials

**Item Type**

Multiple-choice

Open-ended

**Additional Information**

Items apply to textual/informational and functional materials.

**Sample Multiple-Choice Items**

The item below references “Living History” on page 14.

1. The passage *probably* includes the “Tips for Enjoying Wildflowers” table because —

- A** most people are too busy to read about different wildflowers
- B** the information encourages further study of wildflowers \*
- C** wildflowers can only be enjoyed in very specific locations
- D** there are too many different types of wildflowers to see at one time

The items below reference “Living History” on page 14.

2. Which of these would be the *best* choice for another title for this passage?

- A** *Gathering Wildflowers*
- B** *Identifying the Wildflower*
- C** *Wildflowers: Past and Present \**
- D** *Flowering Plants of North America*

3. Read this sentence from the passage.

But be aware; these names may refer to different plants depending on which part of the country they are found!

The passage includes this warning because —

- A** some parts of the country do not keep records of wildflowers
- B** only some types of wildflowers are named after historic places
- C** some of these names are very old and difficult to pronounce
- D** confusion may result from a flower having different names \*

The items below reference “The Car That Loves Water” on page 18.

4. The makers of the *Aquada* produced a small number of cars because —

- A** the cost of the car limits the number of possible buyers \*
- B** only movie companies want to use the vehicle
- C** many people cannot operate the car in water
- D** the inventor wanted to make more improvements

5. Which of these is an *opinion* in the passage?

- A** “. . . passengers must climb over the sides in order to enter the vehicle.”
- B** “. . . a sports car splashed into the water and sped up and down the river . . .”
- C** “The car’s body consists of light materials that help keep it afloat.”
- D** “In fact, people walking by must have thought they were watching a scene from a spy movie.” \*

6. Which of these is the *best* summary sentence for the invention of the *Aquada*?

- A** Though it looks like a car from a science fiction magazine, the *Aquada* can propel itself through the water at 30 miles per hour and travel up to 100 miles per hour on land.
- B** The *Aquada* originally cost more than two hundred thousand dollars, and there were only 100 models produced in its first year.
- C** After seven years, and with the help of 70 people, Alan Gibbs produced the *Aquada*, a lightweight sports car that can travel on water. \*
- D** Unlike most expensive sports cars, in order to prevent water leaks, the only way to enter the *Aquada* is through the removable roof.

## ARMT GRADE 5 READING

The items below reference “The Car That Loves Water” on page 18.

7. The *Aquada* does not have any doors in order to —

- A** prevent water leaks \*
- B** reduce the weight of the car
- C** allow it to move faster
- D** make it look like other sports cars

8. Read this sentence from the passage.

This fancy, complex car is called the *Aquada*<sup>TM</sup>.

According to the passage, the symbol after the word *Aquada* indicates —

- A** the initial of the manufacturing company
- B** a trademark for the name of the car \*
- C** the difference between the types of cars
- D** an emblem that represents the inventor

## ARMT GRADE 5 READING

### Sample Open-Ended Items

The item below references “Living History” on page 14.

9. Write a summary of this passage.

Include important details from the passage to support your response.

Write your response in the answer document.

The items below reference “The Car That Loves Water” on page 18.

10. Explain why the title is appropriate for the passage.

Use details from the passage to support your response.

Write your response in the answer document.

11. Explain why seeing the *Aquada* for the first time, people “must have thought they were watching a scene from a spy movie.”

Use details from the passage to support your response.

Write your response in the answer document.

# **ANSWER KEY**

**ANSWER KEY****“A Brother’s Rice” (pages 6–9)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	C	2
2.	A	2
3.	C	2
4.	B	2
5.	D	3
6.	B	3
7.	A	3
8.	D	3
9.	C	2
10.	C	3
11.	A	3



**“A Brother’s Rice” (continued)**

**12. Content Standard 2**

<b>Score Point</b>	<b>The response should</b>
<b>3</b>	<p>The response demonstrates a thorough understanding of the story by summarizing the passage and including complete details for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Ming and Chung farmed an equal portion of their father’s land that was composed of rice paddies.</li> <li>• Ming felt guilty that his brother had no one to help him farm, so he sneaked over and left two baskets of rice in Chung’s yard.</li> <li>• The baskets reappeared the next day, causing Ming confusion.</li> <li>• When he went to return the baskets, he bumped into his brother.</li> <li>• Chung was also worried about Ming because he had more mouths to feed, so he was delivering two extra baskets of rice.</li> <li>• They realized each brother was fine with the amount, but discovered that they both had each other’s best interests in mind.</li> </ul>
<b>2</b>	<p>The response demonstrates a general understanding of the story by summarizing the passage and including some details for support. The response is not as complete or organized as a score point 3 response.</p>
<b>1</b>	<p>The response demonstrates a limited understanding of the story by summarizing the passage but includes little or no support.</p>
<b>0</b>	<p>The response demonstrates no attempt to address the prompt.</p>

**“A Brother’s Rice” (continued)**

**13. Content Standard 3**

<b>Score Point</b>	<b>The response should</b>
<b>3</b>	<p>The response demonstrates a thorough understanding of the story by explaining how the positive characteristics of the brothers teach a lesson and includes complete details for support. Details may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Each brother worked diligently and was rewarded with good, healthy crops and a satisfying lifestyle.</li> <li>• Each brother was willing to share his part with the other and expected nothing in return. Their generosity was rewarded with having a wonderful relationship with each other and the knowledge that if one needs something, the other will be there to help.</li> <li>• Each brother worried and cared deeply for the other and this emphasized the benefits of having a close relationship with family.</li> </ul>
<b>2</b>	<p>The response demonstrates a general understanding of the story by explaining how the positive characteristics of the brothers teach a lesson and includes some details for support. The response is not as complete or organized as a score point 3 response.</p>
<b>1</b>	<p>The response demonstrates a limited understanding of the story by explaining how the positive characteristics of the brothers teach a lesson but includes little or no support.</p>
<b>0</b>	<p>The response demonstrates no attempt to address the prompt.</p>

**ANSWER KEY****“Past and Future Friends” (pages 10–13)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	B	2
2.	A	2
3.	B	2
4.	C	2
5.	B	3
6.	B	3
7.	C	3
8.	D	3

**9. Content Standard 2**

<b>Score Point</b>	<b>The response should</b>
<b>3</b>	<p>The response demonstrates a thorough understanding of the events that contribute to Mike’s feelings and includes clear and accurate details from the text. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• On the first day of school, when Mike sees Jack in the hall, he starts to go up to him.</li> <li>• Patrick and Lou appear and Jack goes off with them.</li> <li>• He doesn’t even seem to notice Mike.</li> <li>• Then, when they go to P.E., Jack says hello to Mike, but then Jack leaves with Patrick and Lou.</li> <li>• Mike also feels left out of the group because Jack is wearing stylish clothes, has a new haircut, and plays football.</li> </ul>
<b>2</b>	The response demonstrates a general understanding of the events that contribute to Mike’s feelings and includes some detail for response. It has some elements of a score point 3 response, but is less complete and in-depth.
<b>1</b>	The response demonstrates a limited understanding of the events that contribute to Mike’s feelings and includes bare or no support.
<b>0</b>	The response demonstrates no attempt to address the prompt.

## ARMT GRADE 5 READING

### “Past and Future Friends” (continued)

#### 10. Content Standard 3

Score Point	The response should
3	<p>The response demonstrates a thorough understanding that certain circumstances and events led Mike to believe he was going to lose his friend and includes complete details for support. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"><li>• Mike did not try out for the football team like his friend Jack did.</li><li>• Jack had stylish new clothes and haircut.</li><li>• Jack joined another friend on the court instead of stopping to talk to Mike.</li><li>• They didn’t see much of each other during the summer.</li><li>• Jack has made friends with two of the most popular boys in school.</li></ul>
2	<p>The response demonstrates a general understanding that certain circumstances and events led Mike to believe he was going to lose his friend and includes some details for support. The response is not as complete or organized as a score point 3 response.</p>
1	<p>The response demonstrates a limited understanding that certain circumstances and events led Mike to believe he was going to lose his friend but includes little or no support.</p>
0	<p>The response demonstrates no attempt to address the prompt.</p>

**ANSWER KEY****“Living History” (pages 14–17)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	B	3
2.	A	3
3.	A	3
4.	C	3
5.	B	4
6.	C	4
7.	D	4
8.	A	3

**9. Content Standard 3**

<b>Score Point</b>	<b>The response should</b>
<b>3</b>	<p>The response demonstrates a thorough understanding of the role the settlers played in the passage. The response contains supporting details from the passage which may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Many of the wildflowers you see today are the same kinds that the settlers saw hundreds of years ago.</li> <li>• There are a few types of wildflowers that came with the settlers.</li> <li>• Seeds were collected, packed, and planted to remind the settlers of home.</li> <li>• Some seeds were unknowingly mixed in with grains and materials the settlers brought.</li> </ul>
<b>2</b>	The response demonstrates a general understanding of the role the settlers played in the passage, and includes some supporting detail. However, the response lacks the thoughtfulness and detail of a point 3 score.
<b>1</b>	The response demonstrates a limited understanding of the role the settlers played in the passage and contains little to no supporting detail.
<b>0</b>	The response demonstrates no attempt to address the prompt.

## ARMT GRADE 5 READING

### “Living History” (continued)

#### 10. Content Standard 4:

Score Point	The response should
3	<p>The response demonstrates a thorough understanding of why the author thinks wildflowers are important. The response includes complete supporting details from the passage which could include, but are not limited to, the following:</p> <ul style="list-style-type: none"><li>• They are part of the nation’s history that still exists today.</li><li>• Wildflowers grow naturally.</li><li>• Many wildflowers are the same kinds that settlers saw hundreds of years ago.</li><li>• A variety of wildflowers are used to make medicines.</li><li>• “Lady Bird” Johnson formed a National Wildflower Research Center in Texas to protect wildflowers.</li><li>• Wildflowers recycle carbon dioxide in the air and produce oxygen.</li><li>• Wildflowers furnish nature with beauty.</li></ul>
2	<p>The response demonstrates a general understanding of why the author thinks wildflowers are important. The response includes some supporting details from the passage, but is less complete or in-depth than a point 3 score.</p>
1	<p>The response demonstrates a limited understanding of why the author thinks wildflowers are important and includes little to no supporting detail from the passage.</p>
0	<p>The response demonstrates no attempt to address the prompt.</p>

**ANSWER KEY****“The Car that Loves Water” (pages 18–22)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	B	3
2.	C	3
3.	A	4
4.	D	4
5.	C	4
6.	A	4
7.	B	4
8.	D	3

**9. Content Standard 4**

<b>Score Point</b>	<b>The response should</b>
<b>3</b>	<p>The response demonstrates a thorough understanding that the title is appropriate for the passage and includes details for support. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• The car can travel on water in mere seconds.</li> <li>• Other prototypes and trials were unsuccessful, or slow to perform.</li> <li>• The car’s body has a light aluminum frame that helps keep it afloat.</li> <li>• There are no doors on the cars due to possible leakage.</li> </ul>
<b>2</b>	The response demonstrates a general understanding that the title is appropriate for the passage and includes few details for support. The response is not as complete or in-depth as a score point 3 response.
<b>1</b>	The response demonstrates that the title is appropriate for the passage and includes bare or no details for support.
<b>0</b>	The response demonstrates no attempt to address the prompt.

**“The Car that Loves Water” (continued)**

**10. Content Standard 4**

<b>Score Point</b>	<b>The response should</b>
<b>3</b>	<p>The response demonstrates a thorough understanding that the <i>Aquada</i> resembled a car from a spy movie and includes details for support. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• A sports car that travels on water is a rare thing and has only been seen in various spy movies or fictional pieces.</li> <li>• At the touch of a button, the wheels slide up and use jet power to propel the boat.</li> <li>• The car makes an adjustment from land to water in 6 seconds.</li> <li>• The car is very expensive and usually only large corporations such as movie companies can afford it.</li> </ul>
<b>2</b>	<p>The response demonstrates a general understanding that the <i>Aquada</i> resembled a car from a spy movie and includes details for support. The response is less complete and in-depth than a score point 3 response.</p>
<b>1</b>	<p>The response demonstrates a limited understanding that the <i>Aquada</i> resembled a car from a spy movie and includes bare or no details for support.</p>
<b>0</b>	<p>The response demonstrates no attempt to address the prompt.</p>



**ANSWER KEY**

**“Items Not Associated with a Passage” (page 24)**

<b>Item</b>	<b>Correct Answer</b>	<b>Content Standard</b>
1.	C	1
2.	B	1

# **SAMPLE RESPONSE FORMAT**

# SAMPLE RESPONSE: MULTIPLE-CHOICE

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

6	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
7	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
8	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

9	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
10	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

## SAMPLE RESPONSE: OPEN-ENDED

**DO NOT WRITE OUTSIDE THE BOX.**

*Answer question \_ in this box.*

**DO NOT WRITE OUTSIDE THE BOX.**

**DO NOT WRITE OUTSIDE THE BOX.**

**DO NOT WRITE OUTSIDE THE BOX.**