

Practice for the English Language Arts Book 2
Listening and Writing
Based on the Sample Test 2005
“The Chipmunk and the Bear”

Directions

In this part of the test you are going to listen to a story called “The Chipmunk and the Bear.” Then you will answer some questions about the story.

You will listen to the story twice. The first time you hear the story, listen carefully, but do not take notes. As you listen to the story the second time, you may want to take notes. Use the space below and on the next page for your notes. You may use these notes to answer the questions that follow. Your notes on these pages will NOT count toward your final score.

Notes

Go On

Notes

STOP

A Bear was walking along and met a Chipmunk who asked him a question. Complete the chart below with the missing steps.

THE CHIPMUNK AND THE BEAR

Chipmunk asks Bear, "Can you stop the sun from rising in the morning"

All Chipmunks have three pale scars on their backs.

Go On

What happened the next morning? How did Bear and Chipmunk feel? What did Bear do? Use details from the story to support your answer.

Go On

Planning Page

You may PLAN your writing for the question on the next page here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on the last two pages.

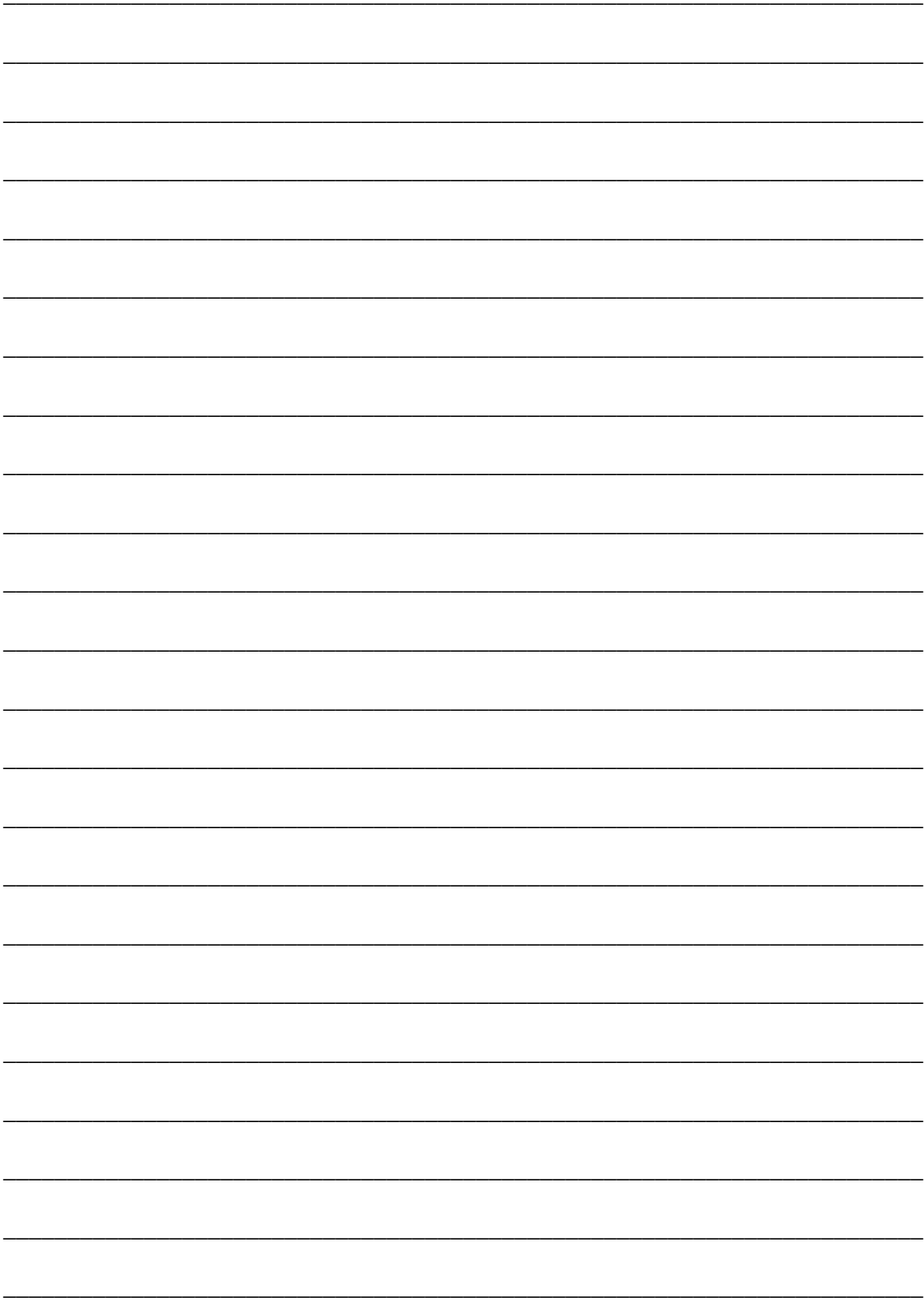
How does Bear act at the beginning of the story? How does he act at the end? What happened that made Bear change? Use details from the story to support your answer.

In your answer, be sure to include

- how Bear acts at the beginning of the story
- how Bear acts at the end of the story
- what happened that makes Bear change
- details from the story to support your answer

Check your writing for correct grammar, capitalization, and punctuation.

Go On



Grade 4 English Language Arts Rubric Chart
Listening/Writing (Questions 29, 30, 31) and Reading/Writing (Questions 32, 33, 34, 35)

Quality	4	3	2	1
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill all or most requirements of the tasks address the theme or key elements of the text show an insightful interpretation of the text make connections beyond the text 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address many key elements of the text show a predominantly literal interpretation of the text make some connections 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text, but the connections may be weak show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill few requirements of the tasks miss basic elements of the text show evidence that the student understood only parts of the text make few, if any, relevant connections
Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> develop ideas fully with thorough elaboration make effective use of relevant and accurate examples from the text 	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may be brief, with little elaboration, but are sufficiently developed to answer the questions provide some relevant examples and details from the text may include some minor inaccuracies 	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may begin to answer the questions but are not sufficiently developed may provide some relevant text-based examples and details may include some inaccurate information 	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may include a few accurate details
Organization: The extent to which the response exhibits direction, shape, and coherence	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> may attempt to establish a focus shows some attempt at organization may include some irrelevant details 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> may focus on minor details or lack a focus shows little or no organization 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is fluent and easy to read, with vivid language and a sense of engagement or voice is stylistically sophisticated, using varied sentence structure and challenging vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice uses some sentence variety and basic vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is mostly readable, but with little sense of engagement or voice uses only simple sentences and basic vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.