



Smarter Balanced Assessment Consortium: Practice Test Scoring Guide Grade 4

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Coyote Tries to Steal the Honey

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

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

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

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

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

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

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

530

Read this sentence from the passage and the directions that follow.

It felt like when he had gotten stuck by the thorn bush while he tried to bury his nose in the sweet-smelling flowers.

Why does the author use this sentence to describe what Coyote feels?

- Ⓐ to explain how Coyote gets the honey
- Ⓑ to describe how getting honey is new to Coyote
- Ⓒ to compare the effect of the bees with the effect of thorns
- Ⓓ to contrast the sound of the bees with the smell of the flowers

The correct response, option C, receives a score of 1 point.

531

Based on Coyote's actions to get the honey, which sentence **best** matches his personality?

- Ⓐ Coyote is happy but silly.
- Ⓑ Coyote is lonely but angry.
- Ⓒ Coyote is hungry but slow.
- Ⓓ Coyote is clever but foolish.

The correct response, option D, receives a score of 1 point.

525



Coyote's plan to get the honey fails. Support this statement with **two** details from the passage.

Type your answer in the space provided.

A two-point response includes the use of two details explaining why Coyote's plan fails. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

Coyote gets stung as soon as he tries to put his paw in the tree. His bear suit fell off as he ran from the angry bees.

A one-point response includes one detail explaining why Coyote's plan fails.

Sample one-point response:

Coyote's plan fails because he gets stung.

A response that does not include any details to explain why Coyote's plan fails receives no credit.

Sample zero-point response:

Coyote's plan fails because he does not get honey.

528



Which sentence **best** describes the lesson that Coyote learns in this passage?

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

The correct response, option A, receives a score of 1 point.

532



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

Part A

Read this phrase from the passage.

Coyote wore a smile as wide as the sky

Which **best** explains the meaning of the phrase above?

- A) Coyote has a big smile.
- B) Coyote has a calm smile.
- C) Coyote has a bright smile.
- D) Coyote has a mysterious smile.

Part B

Choose the sentence that **best** explains what the phrase in part A shows about Coyote.

- A) It shows that he thinks his plan will work.
- B) It shows that he knows he can trick Bear.
- C) It shows that he thinks the honey is delicious.
- D) It shows that he knows he is stronger than Bear.

This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option A in part A and option A in part B.

The Grand Discovery

Imagine you are an ancient hunter and gatherer. You follow animals and move with the seasons to gather berries, roots, and other natural foods. Imagine you are traveling to a new land with your people, seeking a better place to find these foods. As you are walking, you see that there is a gap in the earth in the distance. It is difficult at first to see how wide it is. As you walk closer, you see that it is not a simple gap, but an enormous drop from where you stand. When you peer over the edge into the gorge below, you feel your heart beating quickly and a shiver runs through you. You are looking down into a mile-deep canyon that is 18 miles wide. This hole in the earth is the Grand Canyon, though it will not be called by that name for thousands of years to come. How might you feel stumbling by accident upon this great, deep gap in the earth? What might you think? Would you see a wall that stops you? Or a place for shelter? Perhaps you might go tell others to visit and experience such a breathtaking sight?

People have had all of those reactions over the years as they “discovered” the Grand Canyon. It is impossible to know who the first human to see the great canyon was. In fact, it seems that it was rediscovered several times. Archaeologists think that people have been familiar with the Grand Canyon for at least 10,000 years. The first people seemed to only pass through, as they chased large game throughout the Southwest. Since then, other groups have settled in and around the canyon and then moved away. They left evidence of their presence along the river and in the caves. In about 500 AD, a tribe known as the Puebloan or Anasazi came to the Grand Canyon. They settled the area and introduced agriculture: growing corn, beans, and squash. They built and lived in low apartment-like buildings made of large stones set together like bricks. Perhaps because of lack of rainfall, these people left the Grand Canyon in about 1200 AD.

Several other groups came and went over the next few centuries. By the time the first Europeans arrived in 1540, no one was living permanently in the Grand Canyon. Spanish explorer Garcia Lopez de Cardenas and his men may have felt as if they were discovering something new. However, the group was far more annoyed than pleased to meet with the stunning gorge. Cardenas had split off from a larger party, all searching for the mythical City of Gold. When he arrived at the Grand Canyon, he was frustrated that it would take so much effort to cross. He decided not to try and turned back.

Since then, the area has been settled by many different peoples. In the late 1800s, many people started visiting the Grand Canyon just to see it. They had seen paintings and read reports about it and started to travel great distances to actually stand on its edge. The US government decided to take

steps to protect the area. In 1919, it became a national park. People can still have an exciting adventure in the canyon, but they cannot live within it.

Now imagine you are exploring the Grand Canyon today. How would you choose to see it? You might ride a mule or hike down the steep side of the canyon. You might take a guided rafting trip down the river that runs 1000 miles at the floor. Perhaps it would be enough adventure just to stand on the edge and feel as if you have discovered something new and amazing.

521



Which sentence **best** summarizes the first paragraph of the passage?

- Ⓐ You are a hunter.
- Ⓑ You are looking for shelter.
- Ⓒ You discover a great, deep canyon.
- Ⓓ You follow animals and gather berries.

The correct response, option C, receives a score of 1 point.

522



Explain **two** ways the US government protected the Grand Canyon. Use details from the passage to support your answer.

Type your answer in the space provided.

A two-point response includes an explanation of two ways the government protected the Grand Canyon. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

The US government protected the Grand Canyon by making it a national park in 1919. By not letting people live in the Grand Canyon, they helped preserve the Grand Canyon's natural beauty.

A one-point response includes an explanation of only one way the government protected the Grand Canyon.

Sample one-point response:

The government made the Grand Canyon a national park to protect it.

A response that does not explain how the US government protected the Grand Canyon receives no credit.

Sample zero-point response:

People can visit the Grand Canyon and ride a mule or hike there.

523



Read this sentence from the passage.

When you peer over the edge into the gorge below, you feel your heart beating quickly and a shiver runs through you.

Which **best** describes why the author uses the sentence above?

- A) to satisfy the reader's curiosity about what it is like to visit the Grand Canyon
- B) to share the experience of looking down from the top of the Grand Canyon
- C) to excite the reader about the history and danger of the Grand Canyon
- D) to prepare the reader for a future adventure at the Grand Canyon
- E) to explain that the famous Grand Canyon is very old

The correct response, option B, receives a score of 1 point.

524



Archaeologists have many different opinions about how the Grand Canyon was discovered.

Explain what archaeologists think about how the Grand Canyon was discovered. Use at least **two** details from the passage to support your answer.

Type your answer in the space provided.

A two-point response includes two correct details explaining what archaeologists think about the discovery of the Grand Canyon. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

Archaeologists think that people have known about the Grand Canyon for the last 10,000 years. Different people came through the canyon at various times. Some actually built houses and tended farms. Others just passed through while hunting. No one really knows who first “discovered” the canyon.

A one-point response includes only one correct detail explaining what archaeologists think about how the Grand Canyon was discovered.

Sample one-point response:

Archaeologists think the Grand Canyon may have been first discovered by people who were hunting.

A response that does not provide a correct detail explaining what archaeologists think about how the Grand Canyon was discovered receives no credit.

Sample zero-point response:

Some tourists feel as if they are the ones who discovered the Grand Canyon.

1515



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

Part A

Read this sentence from the passage and the question that follows.

Imagine you are an ancient hunter and gatherer.

Which word is an antonym for, or means the opposite of, the word ancient?

- A) careful
- B) hungry
- C) modern
- D) early

Part B

Read this sentence from the passage and the question that follows.

As you walk closer, you see that it is not a simple gap, but an enormous drop from where you stand.

Which word is a synonym for, or means the same as, the word enormous?

- A) distant
- B) easy
- C) large
- D) secret

This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option C in part A and option C in part B.

526



Which sentence **best** explains why the author thinks the Grand Canyon is an amazing discovery?

- Ⓐ The area has been settled by many different people.
- Ⓑ Tribes settled the area and introduced agriculture.
- Ⓒ It is an enormous gorge of breathtaking beauty.
- Ⓓ The mile-deep canyon is 18 miles wide.

The correct response, option C, receives a score of 1 point.

1009

Why does the author use questions throughout the passage?

- A) to connect the reader to the topic
- B) to explain the information in the passage
- C) to introduce the reader to new information
- D) to ask questions that the reader can answer
- E) to help the reader better understand information

The correct response, option A, receives a score of 1 point.

588



A student is writing an opinion paragraph about sports. Read the paragraph and the directions that follow.

Extreme sports like skateboarding, mountain biking, and rock climbing are good for kids. These types of sports are fun and exciting to play. Sports that are played alone give kids a different experience from playing team sports. They learn how to work hard on their own, without the help of a team. They feel good reaching goals for themselves. These types of sports can also teach kids to be brave and do things they did not think they could. Some people think that these sports are too dangerous for children. However, they are as safe as other sports. Basketball and football cause more accidents each year.

Select the **best** conclusion for the paragraph.

- A) Extreme sports are better for older kids.
- B) Extreme sports are better than ordinary sports.
- C) Kids should be encouraged to try extreme sports.
- D) Kids should always wear safety gear to play extreme sports.

The correct response, option C, receives a score of 1 point.

583



A student wrote an opinion paragraph about taking care of his pet for English class. Read the paragraph and the directions that follow.

Pets need a lot of care, and I take good care of my dog, Amber. My parents let me have her because they wanted to teach me to be responsible. Every day I have to feed, walk, and brush her. But, taking care of any pet also involves spending time with it. Amber stays alone all day while I am in school. I have to make sure that I make time to play with her each day when I get home.

The student wants to add a sentence at the beginning of his paragraph that introduces his topic and states his opinion. Which is the **best** sentence for him to use?

- Ⓐ I think that people have a duty to take care of their pets.
- Ⓑ Not everyone wants a pet, but I feel lucky to have a dog.
- Ⓒ I think children should be allowed to bring their pets to school.
- Ⓓ One of the best things for children is to be able to care for a pet.

The correct response, option A, receives a score of 1 point.



The fourth-grade book club just finished reading the book *A Long March to Happy River*. A club member is writing her opinion of the book for the class. Read the paragraph and the directions that follow.

(1) The book, *A Long March to Happy River*, is a story about a girl named Janie. (2) She is not happy about moving to a new city. (3) The story is funny because of how Janie deals with being in a new place. (4) She thinks of all sorts of terrible things that could happen to her, like getting lost in her new city or having to eat lunch at school by herself. (5) Janie decides to make a plan for anything that could go wrong. (6) Some of her ideas are great, and some are very funny. (7) In the end, Janie loves her new home and her new school.

The student wants to add another detail after sentence 6 in the paragraph. Which sentence should the student add?

- (A) One idea is to make new friends at her new school.
- (B) One idea is to plan her escape and return to her old home.
- (C) One idea is to carry snacks in case she gets lost and hungry.
- (D) One idea is to celebrate one last time with her friends before she moves.

The correct response, option C, receives a score of 1 point.

586



A student is writing an informational science report for class on the life cycle of fireflies. Read a paragraph from the report and the directions that follow.

Fireflies lay their eggs in the dirt. Once the eggs hatch underground, the baby fireflies eat and grow. They take about two years to grow into adults and tunnel their way out of the ground. Adult fireflies live for only two or three months.

The student wants to revise the paragraph by adding more information. Which sentence **best** supports the topic of the report?

- A) Firefly light can be yellow, green, or orange.
- B) The baby fireflies, or larvae, eat slugs and worms.
- C) Glowworms are related to fireflies, but they cannot fly.
- D) I used to live on a farm where there were lots of fireflies.
- E) Many animals will not eat fireflies because they have a bitter taste.

The correct response, option B, receives a score of 1 point.

585



Maddie is writing a story for her class. It is about her first day of school this year. Read this paragraph from the story and the directions that follow.

The first day of school is always a bit wild. This year, I just was not thinking about what I was doing and walked to my old classroom. I looked at the smaller desks and the smaller students and wondered where my friends were. Then the teacher looked up and said, "Excuse me, what is your name?" I gave her my name and was told that I was not in the right class. I looked around and realized what I had done. I left as quickly as I could and hurried to my new classroom. What a silly mistake! I have definitely had better starts to a new school year.

Choose the sentence that is punctuated correctly.

- Ⓐ I gave her my name and was told, "that I was not in the right class."
- Ⓑ "I gave her my name," and was told that I was not in the right class.
- Ⓒ "I gave her my name and was told, I do not believe you are in the right class."
- Ⓓ I gave her my name and was told, "I do not believe you are in the right class."

The correct response, option D, receives a score of 1 point.

587



A student is writing a story for class. She needs to correct the punctuation mistakes in her paragraph. Read this paragraph from her story and the directions that follow.

We were eating supper last night when we heard a huge crash from outside. What had happened. For about ten seconds, we all sat there wondering, and looking at each other. My dad stood up, and we followed him into the yard to see what had caused the loud noise. A giant branch had fallen off the oak tree next to the house. If it had dropped just three feet to the left, it would have crashed right through the roof!

Click to highlight **two** sentences that do **not** have correct punctuation.

To receive the full-credit score of 1 point, the student must correctly select both sentences. The correct sentences are "What had happened" and "For about ten seconds, we all sat there wondering, and looking at each other."

Polar Bear Personalities

Listen to the presentation. Then answer the questions.



Polar Bear Personalities © San Diego Zoo Global.

Audio presentation available online.

1516



The narrator states, "The bears are easy to tell apart once you get to know them." Then, she describes their actions.

Complete the chart below by placing the words that describe the bears' personalities under **Description**. Then, place the actions that show their personalities under **Action**.

Descriptions	Actions
calm	rolls in the dirt
friendly	takes a nap in the leaves
lively	finds toys to share with others
helpful	likes it when visitors wear hats

	Description	Action
Kaluk		
Takik		
Shanuk		

To receive the full-credit score of 1 point, the student must correctly complete the entire chart. The correct responses are "friendly" and "likes it when visitors wear hats" for Kaluk; "calm" and "takes naps in the leaves" for Takik; and "lively" and "rolls in the dirt" for Shanuk.

529



Read this sentence from the presentation.

Yet, this big guy never goes to sleep without one of his toys snuggled at his side.

Why does the narrator include this detail about Kaluk?

- Ⓐ to show that Kaluk is gentle though he is large
- Ⓑ to show that Kaluk is afraid to sleep by himself
- Ⓒ to explain that Kaluk is worried about his things
- Ⓓ to explain that Kaluk is too big to sleep near the others

The correct response, option A, receives a score of 1 point.

816

Select **three** details from the presentation that tell what all three polar bears have in common.

- A) They are orphaned.
- B) They were born in the wild.
- C) They play in dirt.
- D) They live at the San Diego Zoo.
- E) They have a book written about them.
- F) They sleep with a toy.
- G) They enjoy morning naps.

To receive the full-credit score of 1 point, the student must correctly select all options. The correct responses are options A, B, and D.

820

Which sentence supports the narrator's opinion that the bears often behave like people?

- Ⓐ She likes to make a bed out of leaves or dirt for her midmorning nap. . . .
- Ⓑ Yet, this big guy never goes to sleep without one of his toys snuggled at his side.
- Ⓒ He plays with and throws anything he can get his paws on. . . .
- Ⓓ She loves to roll in the dirt.

The correct response, option B, receives a score of 1 point.

Interview with a Zookeeper

Listen to the presentation. Then, answer the questions.



Audio presentation available online.

815

The Cheyenne Mountain Zoo's vision statement is "Every kid, every time: goosebumps."
Based on the presentation and the statement, what does the zoo want people to learn?

- Ⓐ to be careful around wild animals
- Ⓑ to be excited about wild animals
- Ⓒ to keep warm in the mountains
- Ⓓ to come back to visit often

The correct response, option B, receives a score of 1 point.

819

How do vultures **best** help people?

- Ⓐ They clean up dead animals.
- Ⓑ They have interesting play activities.
- Ⓒ They help to raise money for the zoo.
- Ⓓ They perform in animal shows at the zoo.

The correct response, option A, receives a score of 1 point.

1504



Complete the chart by clicking in the boxes next to the statements that describe new zoos or old zoos.

A statement may be used for both new zoos and old zoos.

	New Zoos	Old Zoos
are mainly for entertainment		
keep animals and people safe		
are used for breeding rare animals		
have small cages that are easy to clean		
make animals' environments look like nature		

To receive the full-credit score of 1 point, the student must correctly complete the entire chart. The correct responses are "are mainly for entertainment," "have small cages that are easy to clean," and "keep animals and people safe" for Old Zoos; and "are used for breeding rare animals," "make animals' environments look like nature," and "keep animals and people safe" for New Zoos.

1512

What **two** actions does the zoo take to keep the animals from getting bored?

- A) lets the vultures play with other kinds of animals
- B) helps the animals feel at home
- C) gives the animals new types of food
- D) gives the vultures bones to eat
- E) teaches the animals how to do tricks

To receive the full-credit of 1 point, the student must correctly select both options. The correct responses are options B and D.

589



A student is writing an informational report about Mother Goose rhymes. Read the paragraph from her report and the directions that follow.

Mother Goose rhymes have been told to children for hundreds of years. Mother Goose was introduced in a French poem in 1650. In the poem, Mother Goose tells stories to children. Her stories were known in France as *Tales of Mother Goose*. Even though there was no real person named Mother Goose, people still tried to find out who she was and where she lived. Young children today still enjoy listening to and reading Mother Goose rhymes.

The student wants more information about Mother Goose rhymes. Which book would **most likely** give the student more information for her report?

- Ⓐ *Stories and Poems for Children*
- Ⓑ *History of French Fairy Tales and Rhymes*
- Ⓒ *New Modern Fairy Tales and Rhymes for Children*
- Ⓓ *Fearless Girls and Wise Women in Poems and Stories*

The correct response, option B, receives a score of 1 point.

590



You are writing a school report about how food ingredients are used in the same way in different countries. Read the paragraphs from two different sources and the directions that follow.

Source 1

The art of cooking Italian food is passed down through families. Each recipe is one of a kind, even though different families use the same ingredients. One of the most common sauces in Italian cooking is marinara sauce. Marinara sauces are made from tomatoes and olive oil. The mixture does not have much taste to it. Spices and vegetables give the sauce its flavor. Garlic, basil, and oregano are important ingredients when making marinara sauce. They provide the base flavor. It is the other ingredients that really make the sauce special! Onions and peppers make the sauce spicy instead of sweet. Adding meat like chicken or sausage will also affect the flavor. However, the biggest difference comes with how long the sauce simmers on the stove. The longer it cooks, the more flavorful it will be. Ingredients and time are the secrets to Italian sauces.

Source 2

One of the best things about cooking Chinese food is the variety. There are so many different options that it is easy to create a delicious meal in no time! A simple meal is Szechuan (pronounced sesh-wan) beef. The most important part of making Szechuan beef is getting the sauce just right. Szechuan sauce starts with a paste made out of chili peppers, garlic, and vinegar. This is what makes the sauce spicy. The more peppers in the paste, the spicier it will be. The paste is then mixed with soy sauce and olive oil. The mixture needs to cook on the stove so that the ingredients can blend together. Next, the beef is grilled on skewers. When it is done, the beef is stirred into the sauce. Serve the beef and sauce mixture on top of white rice. In less than a half an hour, you have a great Chinese meal.

Give **two** details, one from each source, which would be useful in your report.

Type your answer in the space provided.

A two-point response includes two correct details, one from each source, about how food ingredients are used in the same way in different countries. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

In different countries, sauces are used to add flavor. Meat and spices can be added to sauce to add flavor.

A one-point response includes only one correct detail from a source about how food ingredients are used in the same way in different countries.

Sample one-point response:

Even in different countries, cooks often put meat into sauces.

A response that does not include any details about how food ingredients are used in the same way in different countries receives no credit.

Sample zero-point response:

Cooking requires the use of ingredients.