

Alternate Assessment for Students
with Significant Cognitive Disabilities
(AASCD)

Practice Test Scoring Guide



English Language Arts

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**AASCD Grade 4 English Language Arts
Practice Test Scoring Guide
Content Summary and Answer Key**

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
1	Answer questions based on details from a text. (RI.4.1c)	Low	None	B	Reading Informational Text
2	Answer questions based on details from a text. (RI.4.1c)	Low	None	A	Reading Informational Text
3	Answer questions based on details from a text. (RI.4.1c)	Low	None	B	Reading Informational Text
4	Answer questions based on details from a text. (RI.4.1c)	Low	None	A	Reading Informational Text
5	Identify the key details in a text. (RI.4.2c)	Low	None	A	Reading Informational Text
6	Answer questions that require inferencing using details from the text. (RL.4.1a)	High	None	B	Reading Literature
7	Identify a character, setting, or event in a text and provide at least one detail to support the identification. (RL.4.3b)	Moderate	None	C	Reading Literature
8	Compose a topic sentence based on a topic or text and provide a sentence of support for or against the opinion with guidance and support. (W.4.1a)	High	None	A	Writing and Language
9	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. (RI.4.5a)	High	None	A	Reading Informational Text
10	Order three or more main events in a story and identify them. (RL.4.2b)	Moderate	None	B	Reading Literature
11	Identify a character, setting, or event in a text and provide at least one detail to support the identification. (RL.4.3b)	Moderate	None	A	Reading Literature

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
12	Identify the meaning of words and phrases based on how they are used in a text. (RL.4.4b)	Moderate	None	C	Reading Literature
13	Identify the perspective of a character in the text. (RL.4.6b)	Moderate	None	C	Reading Literature
14	Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience. (L.4.3a)	Moderate-High	None	B	Writing and Language
15	Sort information selected from personal experiences or print/digital sources into provided categories. (W.4.8a)	High	None	C	Writing and Language
16	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. (RI.4.5a)	High	None	C	Reading Informational Text
17	Communicate using a complete sentence containing a noun, a verb, and an adjective when writing or speaking. (L.4.1c)	Low	None	B	Writing and Language
18	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. (RI.4.5a)	High	None	A	Reading Informational Text
19	Identify the meaning of words and phrases based on how they are used in a text. (RL.4.4b)	Moderate	None	A	Reading Literature
20	Answer questions that require inferring using details from the text. (RL.4.1a)	High	None	B	Reading Literature

Complexity Levels

The Ohio Learning Standards-Extended include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It’s important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.


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Stimulus for Questions 1 – 5


Stimulus for Questions 1 – 5

Spoons


Spoons are helpful tools. We use different spoons for different purposes.



People cook soup in a pot. While it is cooking, they stir the soup with a cooking spoon. A cooking spoon has a long handle. It reaches the bottom of a soup pot.



People eat soup with a soup spoon. A soup spoon is smaller than a cooking spoon. It holds a mouthful of soup.



People eat cereal with a teaspoon. It is smaller than a soup spoon.

Spoons are very useful.

Stimulus Full Script

Spoons

Spoons are helpful tools. We use different spoons for different purposes.

People cook soup in a pot. While it is cooking, they stir the soup with a cooking spoon. A cooking spoon has a long handle. It reaches the bottom of the soup pot.

People eat soup with a soup spoon. A soup spoon is smaller than a cooking spoon. It holds a mouthful of soup.

People eat cereal with a teaspoon. It is smaller than a soup spoon.





Spoons are very useful.

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Question 1

Question 1

What do people use to eat soup?

<p>napkin</p> 	<p>soup spoon</p> 
	

Answer Key: B

Extended Standard: Answer questions based on details from a text.
(RI.4.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that people use a soup spoon to eat soup, demonstrating some ability to answer questions based on details from a text.

Question 1 Full Script

What do people use to eat soup?

- A. napkin
- B. soup spoon

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Question 2

Question 2

Which spoon do you use when you make soup?

<p>cooking spoon</p> 	<p>teaspoon</p> 
	

Answer Key: A

Extended Standard: Answer questions based on details from a text. (RI.4.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that a cooking spoon is used when people make soup, demonstrating some ability to answer questions based on details from a text.

Question 2 Full Script

Which spoon do you use when you make soup?





- A. a cooking spoon
- B. a teaspoon

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Question 3

Question 3

What do you use to cook soup?

<p>plate</p> 	<p>pot</p> 
	

Answer Key: B

Extended Standard: Answer questions based on details from a text. (RI.4.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that people use a pot to cook soup, demonstrating some ability to answer questions based on details from a text.

Question 3 Full Script

What do you use to cook soup?

A. plate

B. pot

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Question 4*

***Note Regarding the Early Stopping Rule for AASCD**

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the practice tests. The practice test site has a built-in early stopping rule, which will automatically stop the practice test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject.

Question 4

What do people use to eat cereal?

<p>teaspoon</p> 	<p>fork</p> 
	

Answer Key: A

Extended Standard: Answer questions based on details from a text. (RI.4.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that people use a teaspoon to eat cereal, demonstrating some ability to answer questions based on details from a text.

Question 4 Full Script

What do people use to eat cereal?

A. teaspoon





B. fork

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Question 5

Question 5

What is this text about?

<p>spoon</p> 	<p>pencil</p> 
	

Answer Key: A

Extended Standard: Identify the key details in a text. (RI.4.2c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that this text is about spoons, demonstrating some ability to identify key details in a text.

Question 5 Full Script

What is this text about?

A. spoons

B. pencils

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Stimulus for Questions 6 – 7

Stimulus for Questions 6 – 7

Caleb Goes Outside

Caleb is getting ready to go outside. First, he looks out the window to check the weather. Next, Caleb puts on a waterproof jacket and rubber boots. “Mom, I’m ready to go outside,” says Caleb.

“Please don’t forget your umbrella,” says Mom.

“Thanks for reminding me!” says Caleb.

Caleb grabs his umbrella and steps outside.

Stimulus Full Script

Caleb Goes Outside

Caleb is getting ready to go outside. First, he looks out the window to check the weather. Next, Caleb puts on a waterproof jacket and rubber boots. “Mom, I’m ready to go outside,” says Caleb.

“Please don’t forget your umbrella,” says Mom.

“Thanks for reminding me!” says Caleb.




Caleb grabs his umbrella and steps outside.

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Question 6

Question 6

What is the weather like in the story?

hot	rainy	snowy
		

Answer Key: B

Extended Standard: Answer questions that require inferencing using details from the text. (RL.4.1a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that the weather is rainy in the story, demonstrating some ability to answer questions that require inferencing using details from the text.

Question 6 Full Script

What is the weather like in the story?

- A. hot
- B. rainy
- C. snowy

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Question 7

Question 7

What does Mom remind Caleb to do?

put on his hat

wear his jacket

take his umbrella



Answer Key: C

Extended Standard: Identify a character, setting, or event in a text and provide at least one detail to support the identification. (RL.4.3b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that Mom reminds Caleb to take his umbrella, demonstrating some ability to describe an event using at least one detail from the text.

Question 7 Full Script

What does Mom remind Caleb to do?

- A. put on his hat
- B. wear his jacket
- C. take his umbrella

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Question 8

Question 8

Here is a sentence.

Chloe is not upset about going to the dentist because she likes having her teeth cleaned.

If Chloe had to write about her visit to the dentist, what would her opinion be?

I am happy about going to the dentist.



I am surprised about going to the dentist.



I am angry about going to the dentist.



Answer Key: A

Extended Standard: Compose a topic sentence based on a topic or text and provide a sentence of support for or against the opinion with guidance and support. (W.4.1a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that Chloe is happy about going to the dentist, demonstrating some ability to compose a statement of opinion.

Question 8 Full Script

Here is a sentence.

Chloe is not upset about going to the dentist because she likes having her teeth cleaned.

If Chloe had to write about her visit to the dentist, what would her opinion be?

- A. I am happy about going to the dentist.
- B. I am surprised about going to the dentist.
- C. I am angry about going to the dentist.

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Stimulus for Question 9

Stimulus for Question 9

Bicycles and Cars

Bicycles and cars are vehicles that use wheels. A person needs to pedal a bicycle in order to move the wheels. A person needs to press on a gas pedal to move the wheels on a car. People who want to exercise while traveling choose bicycles. People who want to get to a place quickly choose cars.

Stimulus Full Script

Bicycles and Cars

Bicycles and cars are vehicles that use wheels. A person needs to pedal a bicycle in order to move the wheels. A person needs to press on a gas pedal to move the wheels on a car. People who want to exercise while traveling choose bicycles. People who want to get to a place quickly choose cars.

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Question 9

Question 9

How does the author organize the text?

by explaining how the two vehicles are alike and different



by describing the more popular vehicle first



by giving an opinion and supporting it with facts



Answer Key: A

Extended Standard: Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. (RI.4.5a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that the author organizes the text by explaining how the two vehicles are alike and different, demonstrating some ability to identify the overall structure of information in a text.

Question 9 Full Script

How does the author organize the text?

- A. by explaining how the two vehicles are alike and different
- B. by describing the more popular vehicle first
- C. by giving an opinion and supporting it with facts

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Stimulus for Questions 10 – 13

Stimulus for Questions 10 – 13

Fair

Andrew and Ben go to the fair. First, they go on a ride. Then, they eat lunch. Finally, they play a game. Andrew wants to win a prize, but Ben wins instead. Ben sees that Andrew is disappointed. He gives Andrew his prize. Andrew is happy to have Ben as a friend.

Stimulus Full Script

Fair

Andrew and Ben go to the fair. First, they go on a ride. Then, they eat lunch. Finally, they play a game. Andrew wants to win a prize, but Ben wins instead. Ben sees that Andrew is disappointed. He gives Andrew his prize. Andrew is happy to have Ben as a friend.

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Question 10

Question 10

What do Andrew and Ben do first at the fair?

They eat lunch.

They go on a ride.

They play a game.



Answer Key: B

Extended Standard: Order three or more main events in a story and identify them. (RL.4.2b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that Andrew and Ben first go on a ride at the fair, demonstrating some ability to order three or more main events in a story and identify them.

Question 10 Full Script

What do Andrew and Ben do first at the fair?

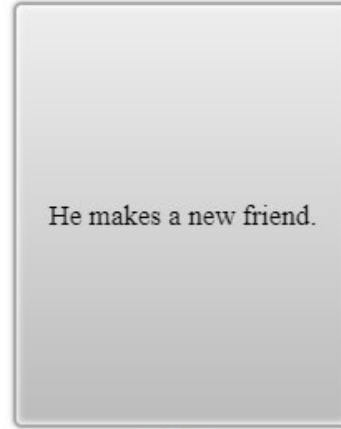
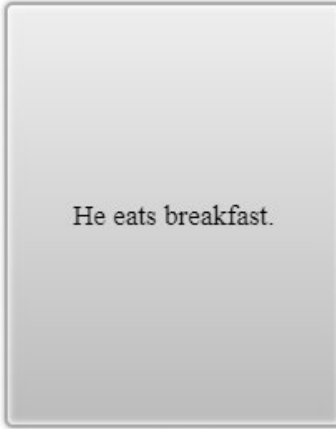
- A. They eat lunch.
- B. They go on a ride.
- C. They play a game.

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Question 11

Question 11

What does Ben do at the fair?



Answer Key: A

Extended Standard: Identify a character, setting, or event in a text and provide at least one detail to support the identification. (RL.4.3b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that Ben wins a prize at the fair, demonstrating some ability to identify an event and provide at least one detail to support the identification.

Question 11 Full Script

What does Ben do at the fair?

- A. He wins a prize.
- B. He eats breakfast.
- C. He makes a new friend.

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Question 12

Question 12

Read these sentences.

“Andrew wants to win a prize, but Ben wins instead. Ben sees that Andrew is disappointed.”

What does the word disappointed mean in the story?

happy

excited

sad



Answer Key: C

Extended Standard: Identify the meaning of words and phrases based on how they are used in a text. (RL.4.4b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that the word "disappointed" means "sad" in the story, demonstrating some ability to identify the meaning of a word based on how it is used in the text.

Question 12 Full Script

Read these sentences.

“Andrew wants to win a prize, but Ben wins instead. Ben sees that Andrew is disappointed.”

What does the word disappointed mean in the story?

- A. happy
- B. excited
- C. sad

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Question 13

Question 13

Why is Andrew happy at the end of the story?

Ben shares his food with Andrew.

Ben goes on a ride with Andrew.

Ben gives Andrew his prize.



Answer Key: C

Extended Standard: Identify the perspective of a character in the text. (RL.4.6b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that Andrew is happy at the end of the story because Ben gives Andrew his prize, demonstrating some ability to identify the perspective of a character in the text.

Question 13 Full Script

Why is Andrew happy at the end of the story?

- A. Ben shares his food with Andrew.
- B. Ben goes on a ride with Andrew.
- C. Ben gives Andrew his prize.

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Question 14

Question 14

What is the correct way to write the sentence?

jessica ate vegetables for Dinner.



Jessica ate vegetables for dinner.



Jessica ate Vegetables for dinner.



Answer Key: B

Extended Standard: Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience. (L.4.3a)

Item Target Level: Moderate-High

Access Limitation: None

Notes on Scoring

The student determined the correct way to write the sentence, demonstrating some ability to communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules.

Question 14 Full Script

What is the correct way to write the sentence?

- A. jessica ate vegetables for Dinner. (only Dinner is capitalized, and there is a period at the end of the sentence.)
- B. Jessica ate vegetables for dinner. (only Jessica is capitalized and there is a period at the end of the sentence.)
- C. Jessica ate Vegetables for dinner. (only Jessica and vegetables are capitalized and there is a period at the end of the sentence.)

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Question 15

Question 15

Here is a sentence.

Jorge went to the grocery store and the bookstore yesterday.

What did Jorge do yesterday?

He cooked a meal.



He read a book.



He went shopping.



Answer Key: C

Extended Standard: Sort information selected from personal experiences or print/digital sources into provided categories. (W.4.8a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that Jorge went shopping yesterday, demonstrating some ability to sort information selected from personal experiences.

Question 15 Full Script

Here is a sentence.

Jorge went to the grocery store and the bookstore yesterday.

What did Jorge do yesterday?

- A. He cooked a meal.
- B. He read a book.
- C. He went shopping.

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Stimulus for Question 16

Stimulus for Question 16

Libraries and Bookstores

Libraries and bookstores are both places where people go to get books.

Libraries let people borrow books without having to pay money. Libraries are a great choice for people who want to save money.

A bookstore sells books for money. A bookstore is a good choice for people who want a book that they can keep.

Stimulus Full Script

Libraries and Bookstores

Libraries and bookstores are both places where people go to get books. Libraries let people borrow books without having to pay money. Libraries are a great choice for people who want to save money. A bookstore sells books for money. A bookstore is a good choice for people who want a book that they can keep.

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Question 16

Question 16

How does the author organize the text?

by describing what libraries
and bookstores look like



by putting the most
important information in
the last sentence



by describing what is alike
and different about two
places



Answer Key: C

Extended Standard: Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. (RI.4.5a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that the author organizes the text by describing what is alike and different about two places, demonstrating some ability to identify the overall structure of information in a text.

Question 16 Full Script

How does the author organize the text?

- A. by describing what libraries and bookstores look like
- B. by putting the most important information in the last sentence
- C. by describing what is alike and different about two places

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Question 17

Question 17

Which is a complete sentence?

The dog.



The gray cat is sleeping.



Likes to go to school.



Answer Key: B

Extended Standard: Communicate using a complete sentence containing a noun, a verb, and an adjective when writing or speaking. (L.4.1c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student determined that the complete sentence is "The gray cat is sleeping," demonstrating some ability to communicate using a complete sentence containing a noun, verb, and adjective.

Question 17 Full Script

Which is a complete sentence?

- A. The dog.
- B. The gray cat is sleeping.
- C. Likes to go to school.

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Stimulus for Question 18

Stimulus for Question 18

Lemonade

How to make lemonade:

1. First, squeeze the juice out of lemons.
2. Next, add water to the lemon juice and stir.
3. Then, add sugar to the mixture and stir.
4. Finally, add ice and enjoy!

Stimulus Full Script

Lemonade

How to make lemonade:

1. First, squeeze the juice out of lemons.
2. Next, add water to the lemon juice and stir.
3. Then, add sugar to the mixture and stir.
4. Finally, add ice and enjoy!

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Question 18

Question 18

How does the author organize the steps?

The steps are listed in the order they should happen.



The steps are listed from easiest to hardest.



The steps are listed from shortest to longest.



Answer Key: A

Extended Standard: Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. (RI.4.5a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that the author organizes the steps in the order they should happen, demonstrating some ability to identify the overall structure of information in a text.

Question 18 Full Script

How does the author organize the steps?

- A. The steps are listed in the order they should happen.
- B. The steps are listed from easiest to hardest.
- C. The steps are listed from shortest to longest.

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Question 19

Question 19

Here is a sentence.

Paul watched his _____ movie again and again.

Which word correctly completes the sentence?

favorite



useful



strong



Answer Key: A

Extended Standard: Identify the meaning of words and phrases based on how they are used in a text. (RL.4.4b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student determined that the word "favorite" correctly completes the sentence, demonstrating some ability to identify the meaning of words based on how they are used in a text.

Question 19 Full Script

Here is a sentence.

Paul watched his _____ movie again and again.

Which word correctly completes the sentence?

- A. favorite
- B. useful
- C. strong

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Stimulus for Question 20

Stimulus for Question 20

Puzzle Pieces

- 1 Jack is missing some of the pieces to his favorite puzzle. He looks in his sister Rosie's room. The puzzle pieces are not there.
- 2 Mom and Dad begin to help Jack search. Mom looks underneath the kitchen table. She does not find them. Dad looks inside the dog's house and finds the missing puzzle pieces! One piece has been chewed, so it may not fit in the puzzle now.

Stimulus Full Script

Puzzle Pieces

Jack is missing some of the pieces to his favorite puzzle. He looks in his sister Rosie's room. The puzzle pieces are not there.

Mom and Dad begin to help Jack search. Mom looks underneath the kitchen table. She does not find them. Dad looks inside the dog's house and finds the missing puzzle pieces! One piece has been chewed, so it may not fit in the puzzle now.

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Question 20

Question 20

Who took Jack's puzzle pieces in the story?

Jack's mom



Jack's dog



Jack's sister



Jack's dad



Answer Key: B

Extended Standard: Answer questions that require inferencing using details from the text. (RL.4.1a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student determined that Jack's dog took Jack's puzzle pieces in the story, demonstrating some ability to answer questions that require inferencing using details from the text.

Question 20 Full Script

Who took Jack's puzzle pieces in the story?

- A. Jack's mom
- B. Jack's dog
- C. Jack's sister
- D. Jack's dad