Exemplar Grade 4 English Test Questions

ACT® Aspire®

Introduction

This booklet explains Grade 4 ACT Aspire® English test questions by presenting, with their answer keys, sample questions aligned to each reporting category on the test. A key includes the question's depth of knowledge (DOK) level,[1] an explanation of the task posed by each question, a thorough explanation of correct responses, ideas for improvement, and more. The exemplar test questions included here are representative of the range of content and types of questions found on the Grade 4 ACT Aspire English test. Educators can use this resource in several ways:

- Become familiar with ACT Aspire question types.
- See what typical questions in each ACT Aspire reporting category look like.
- Help reinforce or adjust teaching and learning objectives.
- Learn how ACT Aspire improvement idea statements can help students identify key skills they have not yet mastered.

Grade 4 English Reporting Categories

ACT Aspire English tests assess students' developed ability to revise and edit texts. A typical English test contains several stimuli, or texts, and a series of selected-response and technology-enhanced questions. Texts used in the assessments represent various content areas (including English language arts, the humanities, and the social and natural sciences), and, considered collectively, reflect a range of text complexity levels from simple to complex, as appropriate for students' age and educational attainment. The questions fall under the following reporting categories.

Conventions of Standard English

The questions in this category require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

Punctuation and Usage Conventions

These questions require students to edit text to conform to standard English punctuation and usage.

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[1] Norman L. Webb, "Depth-of-Knowledge Levels for Four Content Areas," last modified March 28, 2002, **http://facstaff. wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.doc**.

Sentence Structure and Formation

These questions test understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Production of Writing

The questions in this category require students to apply an understanding of the rhetorical purpose and the focus of a piece of writing to develop a topic effectively and to use various strategies to achieve logical organization, topical unity, and general cohesion.

Topic Development

These questions require students to demonstrate an understanding of and control over the rhetorical aspects of texts by identifying the purpose of parts of texts, determining whether a text has met its intended goal, and evaluating the relevance of material in terms of a text's focus.

Organization, Unity, and Cohesion

These questions require students to use various strategies to ensure that text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language

These questions require students to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

Improvement Ideas

ACT Aspire includes simple improvement ideas at the reporting category (skill) level on student and parent reports. These improvement ideas are provided for the lowest performing skill for each subject tested. The skills are always ordered from highest performing to lowest performing based on the percentage of points correct. If the percentages for two or more skills are tied, the skill with the lower number of total points is displayed first.

Keep in mind that the order of skills listed on reports may not always be exemplary of where to focus learning. For example, the skills in which a student performed within the ACT Readiness Range may not always be listed first, and the skills in which a student did not perform within the ACT Readiness Range may not always be listed last. Also, keep in mind the total number of points possible in each skill when interpreting the percentage correct.

There are two levels of improvement idea statements (low and high) for ACT Aspire summative reporting. Low statements are given on the report if the student's lowest skill score is below the ACT Readiness Range for that particular skill. High statements are given on the report if the student's lowest skill score is at or above the ACT Readiness Range for that particular skill.

Answer Key

This section presents a stimulus text and the sequence number, grade, question type, DOK level, alignment to the ACT Aspire reporting categories, and correct response for each question about the text. Questions are also accompanied by explanations of the questions and correct responses and by improvement idea statements for ACT Aspire English.

Text: "Eco-Friendly Packaging"

Eco-Friendly Packaging

Potato chips, action figures, headphones, medicine—almost everything we buy comes in packages. Packaging <u>has</u> food fresh and
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protects things like computers from breaking. It also helps businesses mail their products, because packages like boxes can be easily stacked.

Most packages are made from plastic, cardboard, paper, or fabric. Sometimes making these materials creates pollution and waste that can harm the environment. Some businesses <u>try</u> to make packages that are
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"eco-friendly" to protect the earth. To do this, designers consider many questions. For example, which materials create the least waste? How can the packages be recycled? What will keep goods from breaking or spoiling? How much will the packages cost to make?

The amount of planning that goes into packaging may be surprising! Making eco-friendly packages takes time, but the main goal is to protect the products we use while keeping the earth beautiful.

Question 1

Eco-Friendly Packaging

Potato chips, action figures, headphones, medicine—almost everything we buy comes in packages. Packaging has food fresh and protects things like computers from breaking. It also helps businesses mail their products, because packages like boxes can be easily stacked.

Most packages are made from plastic, cardboard, paper, or fabric. Sometimes making these materials creates pollution and waste that can harm the environment. Some businesses try to make packages that are "eco-friendly" to protect the earth. To do this, designers consider many questions. For example, which materials create the least waste? How can the packages be recycled? What will keep goods from breaking or spoiling? How much will the packages cost to make?

The amount of planning that goes into packaging may be surprising! Making eco-friendly packages takes time, but the main goal is to protect the products we use while keeping the earth beautiful.

What change, if any, should be made to the highlighted word?

- ○ A. NO CHANGE
- ○ B. grasps
- ○ C. keeps
- ○ D. holds

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
1	4	Selected Response	3	Knowledge of Language	C

This selected-response question requires students to establish the clearest and most precise way of expressing information or ideas in a text (aligns with the Common Core State Standards' College and Career Readiness anchor standards [CCRA] W.4–5, L.3–L.6). To answer this question, students must read the entire sentence that contains the highlighted word and determine which answer option provides the clearest, most precise, and most logical expression of an idea.

Correct Response

Based on the logic and content of the sentence, packaging has a protective quality. Therefore, answer option C, "keeps," is the most precise choice. Answer option A is incorrect because "has" is too broad, making packaging's purpose unclear. Answer options B and D both lack the precision of "keeps," which would create a confusing and somewhat illogical sentence.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Knowledge of Language	4	In your writing, work on choosing the best words and phrases in order to express your ideas clearly and on recognizing when to use formal or informal language.	In your writing, work on choosing words and phrases that are clear and precise and on maintaining consistency in style and tone.

Question 2

Eco-Friendly Packaging

Potato chips, action figures, headphones, medicine—almost everything we buy comes in packages. Packaging <u>has</u> food fresh and protects things like computers from breaking. It also helps businesses mail their products, because packages like boxes can be easily stacked.

Most packages are made from plastic, cardboard, paper, or fabric. Sometimes making these materials creates pollution and waste that can harm the environment. Some businesses <mark>try</mark> to make packages that are "eco-friendly" to protect the earth. To do this, designers consider many questions. For example, which materials create the least waste? How can the packages be recycled? What will keep goods from breaking or spoiling? How much will the packages cost to make?

The amount of planning that goes into packaging may be surprising! Making eco-friendly packages takes time, but the main goal is to protect the products we use while keeping the earth beautiful.

What change, if any, should be made to the highlighted word?

- A. NO CHANGE
- B. has tried
- C. have try
- D. tries

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
2	4	Selected Response	1	Conventions of Standard English	A

This selected-response question requires students to identify correct subject-verb agreement (aligns with CCRA.W.5, L.1). The student must read through the sentence and recognize the form of the verb "to try" that correctly agrees with the subject of the sentence, "businesses."

Correct Response

Answer option A is the only option that uses the correct form of the verb "to try" (*try*). Answer options B and D use forms of the verb that would agree with a singular, not plural, subject. Answer option C is an incorrect form of the verb.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Conventions of Standard English	4	Work on using nouns, verbs, adjectives, adverbs, pronouns, capitalization, commas, ending punctuation, dialogue, and prepositions correctly. Avoid errors such as run-ons when combining sentence parts.	Challenge yourself to write more complex sentences, avoiding errors such as unneeded tense shifts. Continue working on using nouns, verbs, adjectives, adverbs, pronouns, punctuation, and prepositions correctly.

Question 3

Eco-Friendly Packaging

Potato chips, action figures, headphones, medicine—almost everything we buy comes in packages. Packaging has food fresh and protects things like computers from breaking. It also helps businesses mail their products, because packages like boxes can be easily stacked.

Most packages are made from plastic, cardboard, paper, or fabric. Sometimes making these materials creates pollution and waste that can harm the environment. Some businesses try to make packages that are "eco-friendly" to protect the earth. To do this, designers consider many questions. For example, which materials create the least waste? How can the packages be recycled? What will keep goods from breaking or spoiling? How much will the packages cost to make?

The amount of planning that goes into packaging may be surprising! Making eco-friendly packages takes time, but the main goal is to protect the products we use while keeping the earth beautiful.

This question refers to the essay as a whole.

Suppose the writer's goal was to explain how to recycle packages. Would this essay meet that goal?

  A. Yes, because it explains that cardboard packages need to be recycled more often than paper packages.

  B. Yes, because it describes places you can bring your old packages to recycle them.

  C. No, because it talks about eco-friendly packages but it does not explain how to recycle them.

  D. No, because it only explains how to recycle paper packages.

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
3	4	Selected Response	3	Production of Writing	C

This selected-response question requires students to evaluate whether a given text as a whole has met an identified rhetorical purpose (aligns with CCRA.W.4, W.5). Students must read the entire essay carefully and determine whether or not the essay has met the indicated goal. Students must then select the Yes or No response that best explains why the essay does or does not meet the goal.

Correct Response

Answer option C is the only option that both correctly identifies that the essay does not meet the goal indicated in the question and provides the most logical reason why the essay does not meet this goal. Answer options A and B both incorrectly identify the goal of the essay as an explanation of how to recycle packages. Answer option D correctly identifies that the text does not meet the goal indicated in the question, but it suggests incorrectly that the text explains how to recycle paper packages.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Production of Writing	4	In your writing, work on focusing and developing your topics, organizing your ideas so they are easy to follow, and expressing your ideas in a clear way.	Practice writing for a variety of purposes. Work on developing topics effectively, organizing ideas logically, and expressing ideas in a clear and consistent way.