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**NM-MSSA**

# English Language Arts/Literacy

## Grade 4 • Practice Test



PLACE STUDENT  
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# English Language Arts/Literacy Session 1

## DIRECTIONS

Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

*You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.*

## Passage 1

### The Three Brothers

*retold by Pat Betteley*

- 1 **Narrator 1:** There once was an old farmer who had three sons. The oldest son was named Hans. Fritz was the middle son, and the youngest was called Kurt. The farmer loved his boys dearly and they worked beside each other every day doing the endless chores that needed to be done on the farm.
- 2 **Hans:** My jobs require great skill with animals. I milk the cows, shear the sheep, and feed the pigs.
- 3 **Fritz:** I am a plant specialist. I plow the fields, sow the seed, and reap the harvest.
- 4 **Kurt:** I do all the jobs that are left. I churn the butter, wash the clothes, and make the candles. Blech!
- 5 **Narrator 2:** Sometimes Kurt longed to help his older brothers.
- 6 **Farmer:** Boys, gather around. I have finally figured out a fair way to choose which of you will inherit my farm. Here is my plan. We will pick one day. Each of you will have a turn to fill up the old barn before that day is done. Whoever can accomplish this task will have the farm.
- 7 **Hans:** But what shall we use to fill it?
- 8 **Farmer:** Whatever you choose. Does that sound fair?
- 9 **Hans, Fritz, Kurt:** Yes, Father.
- 10 **Narrator 2:** As the boys went about their chores that day, each thought about how he would fill the barn.
- 11 **Hans:** With my skills with the animals, I cannot lose.
- 12 **Fritz:** No one knows more about crops than I. Soon this farm will be mine.
- 13 **Kurt:** I have no good ideas. I must not get discouraged though, or I will never win the farm. I have to keep thinking.

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- 14 **Narrator 3:** At last the day of the contest arrived. Everyone was up at dawn.
- 15 **Hans:** Of course, since I am oldest, I will go first. Stand aside everyone.
- 16 **Narrator 1:** And with great skill, Hans packed every last farm animal into the barn. There was not enough room for even one more chicken on the barn floor that was packed full of horses, cows, sheep, pigs, and cats.
- 17 **Hans:** It looks like the farm will be mine, brother Fritz.
- 18 **Fritz:** We shall see. First, I will lead all the animals out of the barn. And now, hand me a pitchfork, Kurt.
- 19 **Narrator 2:** And Fritz proceeded to fill the barn to the rafters with hay.
- 20 **Fritz:** Now who do you think will win the farm, older brother?
- 21 **Father:** Fritz, you have certainly filled the barn more than Hans did, but don't forget about Kurt. We must give your younger brother his chance.
- 22 **Narrator 3:** The three boys cleared all the hay out of the barn. By the time they had finished, night had fallen.
- 23 **Hans:** Your turn, baby brother.
- 24 **Fritz:** Let us see what you can do in the time that's left.
- 25 **Narrator 1:** Kurt spoke not a word. He simply reached into the pocket of his overalls. He pulled out a candle and lit it. Immediately, light filled the barn. It reached past the beams and rafters to the roof and spilled out the windows and doors.
- 26 **Hans:** Amazing!
- 27 **Fritz:** I cannot believe it. You did it!
- 28 **Father:** There is no doubt, Kurt. You have won the farm!
- 29 **Kurt:** Thank you, Father. I am very grateful. But I don't want to live on this big farm all by myself. I want to shear the sheep and reap the harvest with my brothers. And I want my brothers to wash the clothes and churn the butter with me. Agreed?
- 30 **Narrator 2:** So the three brothers agreed to share the farm and housework and they lived happily together on the farm for the rest of their lives.

"The Three Brothers" by Pat Betteley, from *Faces Magazine*, October 2013. Copyright © 2013 by Carus Publishing Company d/b/a Cricket Media.

## Passage 2

### The King's Journey

*by Betsy Sterman*

- 1 There was once a king who ruled over vast lands. Every spring he journeyed round his kingdom to visit his people.
- 2 A long, hard journey it was.
- 3 At the end of one such trip, he sighed and said, "Oh, what a fine reward I would give to anyone who could shorten my journey."
- 4 Sir Highfeather Bragg, the vainest man in the kingdom, pictured himself wearing a great glittering medal.
- 5 "What you need is a new coach, Sire," he said. "I will have one made for you."
- 6 The following April, Sir Highfeather drove an elegant open carriage to the palace.
- 7 "This is the swiftest carriage in all the land," Sir Highfeather said proudly. "A dozen men worked a dozen months to make speed its very name. It will surely shorten your journey, Sire."
- 8 Before long the wheels spun out of control on the rutted road. The carriage overturned, and Sir Highfeather and the king were tossed to the ground. The horses broke from their harnesses and ran off before the king and Sir Highfeather could brush the dust from their eyes.
- 9 The king stumbled back to the palace and once more set off in the slow but safe royal coach. For many days he jolted round his kingdom until he arrived back at the palace, aching and weary.
- 10 "Ohhh," he groaned. "What a great reward I would give to anyone who could shorten my journey."
- 11 Lord Puffpurse, the richest man in the kingdom, pictured himself surrounded by great piles of gold. "What you need is a new road, Sire," he said. "I will have one built for you."
- 12 The next spring Lord Puffpurse announced that the grand new road was ready. "It slashes through forests, slices through hills, and leaps over streams," he said. "This road will certainly shorten your journey, Sire!"
- 13 The journey began pleasantly, but before long the bright day turned into a scowling storm. The coach lurched wildly, for now there were no sheltering trees to block the wind or stop piles of mud from sliding down bare hillsides. The bridges were in ruins, their planks ripped apart and their ropes whipping in the wind.
- 14 "Turn back!" the king shouted to his coachman, and they continued the journey on the old road.
- 15 When at last the weary king reached the palace, he moaned, "Ohhh, can this journey never be shortened for me?"



- 16 Now at this time and in this place, there lived a boy named Jack. He was shabby and plain, with clothes full of patches and a stomach pinched with hunger. But his eyes shone with a merry light, and he had a smile that crept into every corner of his face.
- 17 When the next April came, up stepped Jack, leading an old brown horse. "Come with me, Sire," he said with a smile. "Together we will make the shortest journey you have ever had."
- 18 As soon as they left the palace, Jack began to tell a story. A small story it was, but so funny that the king laughed and asked for another. On they went, with the king leaning close to hear Jack's voice. Each day, in calm weather or storm, Jack had stories to tell.
- 19 And one day, just as a story ended, Jack stopped.
- 20 "Look, Sire," he said, pointing. "Your own palace lies ahead. You have reached the end of your journey!"
- 21 "So soon?" cried the king.
- 22 Jack only smiled, and as the truth dawned on him, the king began to laugh.
- 23 "What a wise lad you are!" he said. "You have shortened my journey with words! I will give you a fine medal and as many bags of gold as your horse can carry!"
- 24 "Thank you, Sire," Jack said. "But I need no honors or riches."

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"The King's Journey" by Betsy Stermann, from *Spider Magazine*, January 2008. Copyright © 2008 by Carus Publishing Company d/b/a Cricket Media.

1. Read the sentence from line 6 of Passage 1.

Whoever can accomplish this task will have the farm.

As it is used in the sentence, what word has almost the same meaning as accomplish?

- A complete
- B explain
- C share
- D watch

2. Read line 13 from Passage 1.

**Kurt:** I have no good ideas. I must not get discouraged though, or I will never win the farm. I have to keep thinking.

What does line 13 **mostly** show about Kurt?

- A He is giving.
- B He is skillful.
- C He is truthful.
- D He is hopeful.



*This question has two parts. Be sure to answer both parts of the question.*

**3.** In Passage 2, what is the **main** problem the King tries to solve?

- A** It takes too long to travel through his lands.
- B** The roads are not fit for traveling.
- C** His subjects do not amuse him.
- D** He knows very few people.

Which detail from the passage **best** supports the answer to the question above?

- A** “‘This is the swiftest carriage in all the land,’ Sir Highfeather said proudly.”
- B** “‘Ohhh,’ he groaned. ‘What a great reward I would give to anyone who could shorten my journey.’”
- C** “The bridges were in ruins, their planks ripped apart and their ropes whipping in the wind.”
- D** “A small story it was, but so funny that the king laughed and asked for another.”

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**4.** From whose point of view is Passage 2 told?

- A** The passage is told in first person by a narrator.
- B** The passage is told in third person by the king.
- C** The passage is told in third person by a narrator.
- D** The passage is told in first person by the king.



5. In what way is Passage 1 told differently than Passage 2?
- A Passage 1 has stage directions.
  - B Passage 1 is written using rhyme.
  - C Passage 1 has several characters.
  - D Passage 1 is written using only dialogue.
6. How do the main characters in **both** passages solve problems in a similar way?
- A They think of smart ways to fix the problems.
  - B They use their strength to fix the problems.
  - C They work as a team to fix the problems.
  - D They ask for help to fix the problems.
7. Which sentence **best** tells a theme from **both** passages?
- A The most important things in life are rewards and riches.
  - B The person who works the hardest will win every time.
  - C The best idea can come from the least likely person.
  - D The best way to succeed is to share with everyone.



Read the passage. Then answer the questions that follow.

### Making Space

- 1 It was a rainy Saturday morning in May, and Keisha sat on the sofa looking out the window. Raindrops splattered against the glass. It would be a great day to read the last book in the Johnny Jackson series, but she didn't have the book. Neither did the school library. In fact, it did not have any of the last three books in the series. Keisha and her classmates wanted those books! The librarian's last newsletter had explained that the library was short of funds this year. Unless the school found a way to raise more money, no books would be purchased for several months.
- 2 Keisha's thoughts were interrupted by her mother's voice. "Keisha," called her mother. "Please come here."
- 3 Keisha's mother told her that they were going to have a garage sale. The family would gather any furniture, clothes, lamps, and toys they no longer needed and offer them for sale. Keisha's mother asked her to collect the toys she did not play with anymore so they could be sold at the garage sale.
- 4 "But, Mom!" said Keisha. "I want my toys!" The idea of getting rid of any toys horrified her.
- 5 Keisha's mother just smiled. "I'm sure you'll find things you don't play with anymore," she said.
- 6 Keisha's mom handed her a box and nudged her down the hallway.
- 7 Keisha slowly shuffled toward her room, each step slower than the last. Standing in the doorway, she looked around her room. She looked at her dolls piled on top of the bookcase. She hadn't played with them in years, but she didn't like the idea of getting rid of even one. There was Suzie, who was the thrilling surprise Keisha got for her fourth birthday. Suzie was an acrobat. And Callie? Callie was a little fragile, and Keisha never really played with her. Still, Callie was a familiar sight on the bookshelf dressed in her frilly dress. Over in the corner was the odd, stuffed giraffe Keisha's uncle had given her. The giraffe had been sitting there since shortly after she received him; even so, she did not want to get rid of him.
- 8 Keisha's father stuck his head in the door. "Does Mom have you looking for things for the garage sale, too?" He came in and sat on the bed. "What do you think we should do with any money we might make?"
- 9 Keisha looked up. She hadn't thought of that! Suddenly she was interested in the garage sale. "My school is trying to raise money to buy more books for the library. We could donate the money to that project!"
- 10 Keisha and her father figured out how much Keisha could earn. If she sold 20 toys, each for \$1.00, she'd have \$20 to put toward buying books for the library. That just might be enough to purchase the last three books in the Johnny Jackson series. She considered her room with a different eye.

- 11 Keisha's dad looked around the room, too. "Just think how nice it will be in here once you have finished sorting your toys. It will be clean and well organized. There will be plenty of room for you and your friends to play and have sleepovers." Keisha thought about that. She had to admit that her father was right. The room was a little crowded.
- 12 She looked around at the gifts people had given her over the years. The train set Keisha had briefly loved. The ballet slippers from the one year she took ballet. Those slippers wouldn't even fit her now! And Hippo, the worn stuffed animal her grandma gave her when she was born. She used to sleep with Hippo every night; sometimes, she still did.
- 13 Yes, this was more than she needed, yet Keisha felt guilty, thinking of selling the gifts. She looked at her father. "Dad, isn't it wrong to just give away presents from other people?"
- 14 Her father understood. He explained to Keisha that the people who had given her gifts wanted her to continue to grow and develop, and that those friends knew that playing with the same toys each year would not contribute to her growing up. He said that her family and friends knew that she would outgrow toys and clothes. She could be thankful for the gifts but also know when it was time to let other children enjoy them.
- 15 Keisha nodded. Toys were meant to be played with. Suzie, Callie, and the big stuffed giraffe would find new homes. She started to fill the box.
- 16 In went the train set and the game of Candy Land. In went the ballet slippers and the tea set. Hippo? Hippo she tucked in a drawer. Hippo was staying with Keisha.

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8. Based on the passage, what is the reason Keisha does not read the book she is interested in?
- A She lost the book.
  - B She left the book at school.
  - C The library does not have the book.
  - D Her mother will not get her the book.
9. Read this sentence from paragraph 1.

The librarian's last newsletter had explained that the library was short of funds this year.

Which example uses the word short the same way it is used in the sentence?

- A I am sorry I was short with you when we spoke yesterday.
- B We are short of food for the campout.
- C That was a short vacation.
- D My uncle is a short man.



*This question has two parts. Be sure to answer both parts of the question.*

**10.** Based on the passage, how does talking with her father change Keisha's feelings about the garage sale?

- A** She becomes bored while cleaning her room.
- B** She becomes comfortable with selling her toys.
- C** She becomes amused by getting rid of presents.
- D** She becomes upset when going through her toys.

Which detail from the passage **best** supports the answer above?

- A** "It was a rainy Saturday morning in May, and Keisha sat on the sofa looking out the window."
- B** "I want my toys!"
- C** "There was Suzie, who was the thrilling surprise Keisha got for her fourth birthday."
- D** "Toys were meant to be played with."

**11.** Based on the passage, which toy does Keisha value **most**?

- A** Hippo
- B** Callie
- C** the stuffed giraffe
- D** the ballet slippers

12. How does the picture **best** help the reader understand the passage?
- A It shows which toy Keisha wants to keep.
  - B It shows that Keisha plans to sell many toys.
  - C It shows why Keisha has decided to sell her toys.
  - D It shows how Keisha will organize her toys for the sale.
13. In the passage, who tells the story of Keisha and her toys?
- A Dad
  - B Keisha
  - C a narrator
  - D the librarian



*You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.*

## **Passage 1**

### **What About Rain Forests?**

*by Joy Palmer*

#### **What Are Rain Forests?**

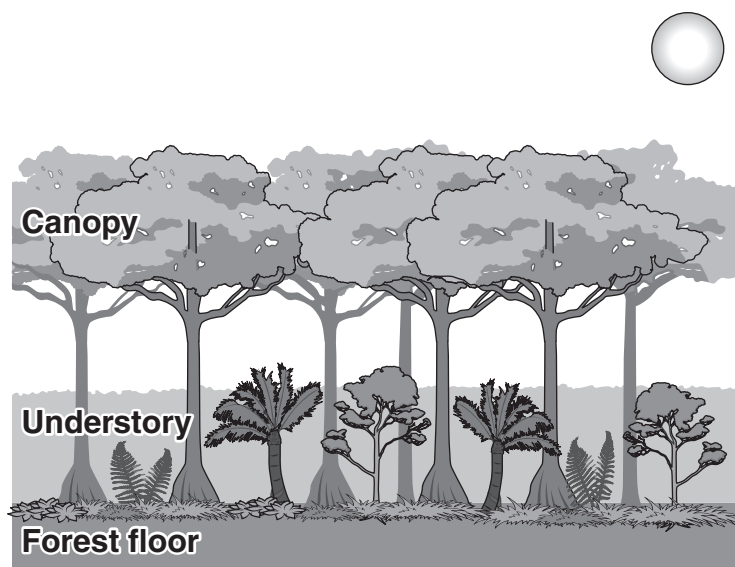
- 1 Rain forests are made up of tall trees and many other plants, all growing closely together. They cover huge areas of land. It is always hot and damp inside a rain forest, so plants keep growing all year round. Rain forests are home to the greatest variety of plants and animals in the world. People live there, too. The Amazon rain forest is the largest in the world.

#### **Where Are Rain Forests?**

- 2 Most rain forests grow in hot, wet parts of the world called the tropics. The tropics are near the equator. The equator is an imaginary line around the middle of the Earth, where the weather is warmest. Tropical rain forests are only found in countries near the equator.

#### **What Are Rain Forests Like?**

- 3 It is hot and dark, and often wet, inside a rain forest. Many forest trees are very tall and grow close together. Their leaves and branches act like an umbrella, blocking out the strong sunlight. This thick top layer of leaves and branches is called the forest canopy. The canopy is the top layer of the forest. It gets almost all the sunlight and rainfall. Shorter trees and other plants grow under the canopy between the taller trees. The understory is a place of shade. Very little sunlight reaches the plants that grow there. Very little grows on the dark forest floor. It is always covered with fallen leaves, flowers, and twigs.



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### What Is the Weather Like?

- 4 Rain forests are hot and wet all year around. The air inside a rain forest feels warm and damp. The trees help to make the rain. Big roots soak up water from the ground. The water is sucked up through the trunk into the leaves. The heat makes the water in the leaves evaporate into the air. This water vapor condenses to make clouds. Rain clouds release the rain onto the forest again.

### Plants

- 5 Trees are the largest rain forest plants. Many rain forest trees have huge roots that show above the ground. These are called buttress roots. Many other plants grow underneath the trees. Some plants hang like thick ropes around the trunks and branches. Others live on the bark of the tree trunks. Many rare and unusual flowering plants grow in rain forests. The climbing pepper vine grows over other plants in sunlit clearings. The spiky leaves of a bromeliad let water flow easily into its center. A pitcher plant feeds on insects. It traps them inside its hollow leaves.

### Birds

- 6 Brightly colored birds, like the macaw, nest in the trees. They fly from branch to branch in search of food. Some birds are fruit eaters, and some birds are seed eaters. Many smaller birds feed on insects or nectar. The hummingbird's long, thick beak can reach the nectar inside the flowers. Some birds, like the nightjar, live on the ground. They peck for food on the forest floor.



**Insects and Spiders**

- 7 Millions of tiny creatures such as insects and spiders live on the trees and in the undergrowth. Beetles, ants, and termites crawl among the dead leaves on the forest floor. They help to break up this forest litter. Leaf-cutter ants take leaves to their nests. They use them to make food. Termites help to clean the forest floor. They feed on dead wood. Butterflies and moths fly between the flowering plants, searching for nectar. They help to spread pollen from flower to flower.

**People**

- 8 People have lived in tropical rain forests for thousands of years. The forest provides them with food, shelter, clothes, tools, and medicines. Today there are millions of people living in rain forests around the world. They belong to different groups or tribes, each with its own customs. The Baka Pygmies live in the rain forests of West Africa. The Uru Eu Wau Wau, like many rain forest people, paint their bodies. The Kayapo hunt and grow crops in the forests of Brazil.

"What About Rain Forests?" by Joy Palmer, from *What About Rain Forests*. Copyright © 1995 by Joy Palmer. Republished by permission of the author.



**Passage 2****What Is a Desert?***by Barbara Gowan*

- 1 A desert can be hot or cold, rocky or sandy, barren or covered in cactus. It can have seas of sand or rivers of ice, towering mountains or valleys below sea level, sand dunes or rocky plains. But all deserts share one characteristic: They are arid, or very dry.
- 2 A desert [often] receives less than 10 inches of rain a year, and most of it comes in severe storms. Rain falls so hard and so fast that the ground cannot soak up all the water. Because the air is dry and the sun's rays are intense, the water evaporates quickly.
- 3 In the desert, there are extreme temperature differences from day to night. The blazing sun heats the desert during the day. At night, temperatures fall rapidly. It can drop from 100°F to 60°F in just a few hours.
- 4 Did you know that [more than] one third of the land surface of our planet is desert? North American deserts are called rain shadow deserts. This means they form in the shadow of the rain clouds. On one side of mountains in the west, warm, moist air from the Pacific Ocean rises and forms clouds. As the clouds move east across the mountains, rain falls. But when the clouds reach the other side, they no longer carry [much] moisture. So the rainy side is wet and covered with trees, while the rain shadow side is dry and bare.
- 5 It seems surprising, but some deserts are right next to water. Ocean currents chill the air, creating a thick fog blanket that traps moisture within it. So the land is arid—a desert.
- 6 Other, cold deserts form because they are too far away from the ocean. By the time the air mass moves inland, there is no moisture left to form clouds. That means no rain falls.
- 7 However they are formed and wherever they are, the world's deserts are fascinating places. So grab some water, and get ready to take a hike in the desert!

"What Is a Desert?" by Barbara Gowan, from *Appleseeds Magazine*, June 2014. Copyright © 2014 by Carus Publishing Company d/b/a Cricket Media.

*This question has two parts. Be sure to answer both parts of the question.*

**14.** What is Passage 1 **mainly** about?

- A** ways to live in tropical rain forests
- B** how tropical rain forests are formed
- C** where tropical rain forests are located
- D** ways that tropical rain forests are special

Which detail from the passage **best** supports the answer above?

- A** "Rain forests are home to the greatest variety of plants and animals in the world."
- B** "It is hot and dark, and often wet, inside a rain forest."
- C** "Trees are the largest rain forest plants."
- D** "Today there are millions of people living in rain forests around the world."

**15.** How do the picture and its labels support the information in Passage 1?

- A** They show the parts of a rain forest.
- B** They show insects that live in a rain forest.
- C** They explain how the plants grow in a rain forest.
- D** They explain how heat becomes trapped in a rain forest.

**16.** According to the part **What Is the Weather Like?** in Passage 1, what causes the water in the leaves to form into clouds?

- A** The roots collect water from the ground.
- B** The warmth of the air evaporates the water.
- C** The rain clouds release water into the forest.
- D** The water moves up the trunk from the roots.



17. Which details from Passage 1 **best** support the idea that animals do important tasks in the rain forest? Select **two** answers.
- A "Some birds are fruit eaters, and some birds are seed eaters."
  - B "Some birds, like the nightjar, live on the ground."
  - C "Millions of tiny creatures such as insects and spiders live on the trees and in the undergrowth."
  - D "Termites help to clean the forest floor."
  - E "They help to spread pollen from flower to flower."
18. According to paragraph 1 of Passage 2, what do all deserts have in common?
- A They are hot.
  - B They are dry.
  - C They are flat.
  - D They are sandy.
19. What is the meaning of the phrase soak up in paragraph 2 of Passage 2?
- A catch
  - B empty
  - C take in
  - D pour out



20. Read the sentences from paragraph 5 in Passage 2 below.

Ocean currents chill the air, creating a thick fog blanket that traps moisture within it. So the land is arid—a desert.

How is the information in the sentences **mainly** presented?

- A by asking a question
- B by comparing and contrasting
- C by stating a problem and a solution
- D by making a cause-and-effect statement

# English Language Arts/Literacy Session 2

## DIRECTIONS

Today you will take a test in writing and language. For this test, you will read passages and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

*Read the passage. Then answer the questions that follow.*

### Time with a Friend

1. A gentle breeze brushed the branches of the peach trees, sending their sweet, summery smell into the air. 2. The best friends relaxed on Karen's porch as they waited for Anita's father to come pick Anita up. 3. They were feeling sad that their day was coming to an end. 4. "Why does time go by so quickly when we hang out?" sighed Karen.

5. Afterward, Anita sat up straight. 6. "I have an idea!" she said. 7. "Maybe you can come to the zoo with me tomorrow!"

8. "I'd love to," Karen said. 9. "But I already promised my mom that I would pick peaches with her." 10. She didn't want to disappoint her best friend, but she was eager to help her mother pick peaches. 11. It was a difficult decision.

12. Anita stood to leave as she saw her father's big blue truck turning into the driveway. 13. Karen waved goodbye and then continued to sit on the porch wondering what she should do. 14. Her thoughts were interrupted by the sound of the squeaky door as her mother walked out of the house and sat beside her.

15. "We sure have a lot of peaches this year, Karen's mother said." 16. "And we will not be able to pick them all at once. 17. Maybe we can pick just enough to make pies later this week," she suggested, giving Karen a gentle squeeze.

18. "Mom," Karen began. 19. "Can Anita come over and bake with us? 20. She loves peach pies!" 21. Karen was excited by her new idea. 22. Her mother said yes just as the phone rang.

23. "I bet that's Anita!" Karen shouted.

"Time with a Friend" © 2015 by Cognia, Inc.

21. Which sentence would be the **best** to add before sentence 1 to help the reader understand the passage?
- A The afternoon was coming to an end, and Anita and Karen were thinking about their other friends.
  - B Anita and Karen were talking excitedly about their plan to go to the zoo.
  - C Anita and Karen were hardly speaking to each other after another long argument.
  - D It was a beautiful day, and Anita and Karen had spent it playing together.
22. How should the underlined word in sentence 5 be changed?
- A NO CHANGE
  - B All of a sudden
  - C Sooner or later
  - D At the same time
23. Where should sentence 12 be moved to **best** organize the events in the passage?
- A NO CHANGE
  - B after sentence 7
  - C after sentence 9
  - D after sentence 13

24. How should sentence 15 be changed?
- A NO CHANGE
  - B "We sure have a lot of peaches," this year Karen's mother said.
  - C "We sure have a lot of peaches this year" Karen's mother said.
  - D "We sure have a lot of peaches this year," Karen's mother said.
25. What is the **most likely** reason the writer uses the phrase "gentle squeeze" in sentence 17?
- A to suggest that Karen's mom is caring
  - B to illustrate that Karen's mom is strict
  - C to show that Karen's mom changes her mind quickly
  - D to demonstrate that Karen's mom knows the work will be hard

*This question has two parts. Be sure to answer both parts of the question.*

26. Which sentence should be added at the end of the passage to provide the **best** conclusion?
- A "I can't wait to tell her about our plan!"
  - B "How will I explain my decision to her?"
  - C "Maybe she wants to get started picking peaches right away."
  - D "When two best friends work together, they can solve any problem."

Which detail from the passage **best** supports the answer to the question above?

- A "she was eager to help her mother pick peaches"
- B "wondering what she should do"
- C "Karen was excited by her new idea."
- D "just as the phone rang"

Read the passage. Then answer the questions that follow.

### Mariachi: Feel the Music!

1. The bright sounds of trumpets ring out against the sweet melodies of violins.
2. A guitarist steps forward and begins singing the words to an old Mexican folk song.
3. Meanwhile, other musical instruments provide a steady, forceful beat for the dancers.
4. This is mariachi music!
5. Mariachi music began hundreds of years ago in the countryside of Mexico.
6. Different styles of the music developed in different parts of the country. 7. The earliest bands played string instruments such as violins, guitars, and harps. 8. These bands did not travel much. 9. Instead, they would be with just the community.

### Modern Mariachi

10. Modern mariachi music first appeared in western Mexico in the middle of the 1800s. 11. A huge bass guitar and a smaller five-string instrument replaced the harp.
12. The bands also got larger. 13. In the 1900s, trumpets became part of most mariachi bands. 14. The bands began to perform different types of music in addition to the old songs. 15. This music spread throughout Mexico and into the southwestern United States although people heard it on radios and could buy recordings of it in stores.

### Mariachi Today

16. Today, mariachi music is commonly played in the United States. 17. Mariachi bands regularly perform at weddings, holiday celebrations, and other community events. 18. Other types of music, like jazz, are common, too. 19. Some people even perform in mariachi bands as there jobs. 20. These bands travel throughout Mexico and the United States to play before large audiences at concert halls, theaters, and festivals.
21. Mariachi bands can now be found all across the United States. 22. Many schools provide mariachi programs for young people who wish to learn about or play the music. 23. Mariachi festivals are held throughout the country. 24. This powerful form of music continues to thrive and find new audiences.

"Mariachi: Feel the Music!" © 2015 by Cognia, Inc.



*This question has two parts. Be sure to answer both parts of the question.*

- 27.** The writer wants to add a heading before sentence 5. Which heading would be **best** to add?

**A** Music in Mexico  
**B** History of Mariachi  
**C** Bands Stay at Home  
**D** Learning Mariachi Music

Which words from the passage **best** support the correct answer above?

- A** “Meanwhile, other musical instruments provide a steady, forceful beat for the dancers.”  
**B** “The earliest bands played string instruments such as violins, guitars, and harps.”  
**C** “bands did not travel much.”  
**D** “festivals are held throughout the country.”

- 28.** Read this sentence.

**9.** Instead, they would be with just the community.

In sentence 9, the writer wants to be clear about what the bands were doing. Which change to the underlined words make the sentence **most** clear?

- A** entertain  
**B** help  
**C** interest  
**D** meet

29. Read this sentence.

15. This music spread throughout Mexico and into the southwestern United States although people heard it on radios and could buy recordings of it in stores.

How should the underlined word in sentence 15 be changed to **best** join the writer's ideas?

- A because
  - B but
  - C earlier
  - D unless
30. The writer is deciding whether sentence 18 belongs in the passage. Should the writer keep sentence 18?
- A Yes, because it tells about some musicians.
  - B Yes, because it gives an example of one style of music.
  - C No, because it does not support the topic of the passage.
  - D No, because it repeats an idea from another part of the passage.

31. Read this sentence.

19. Some people even perform in mariachi bands as there jobs.

How should the underlined word in sentence 19 be changed?

- A theyr'e
- B their
- C thier
- D they're

32. What does the word thrive **most** nearly mean as it is used in sentence 24?

- A to have speed
- B to have success
- C to have good health
- D to have big changes

*You are now going to read three short passages and respond to a writing task. First, read the following passages about art.*

### Passage 1

#### Tinkertown: How a Hobby Turned into a Museum

- 1 East of the city of Albuquerque, New Mexico, rise the Sandia Mountains. People can drive to the very top of the highest part. Visitors love the view.
- 2 But many people make one stop first. At the start of the last curvy road to the top of the mountain is a museum. It is one of the most unusual and playful museums in the United States.
- 3 At the Tinkertown Museum, there is a surprise around every corner. For example, some of the walls are made from over 50,000 glass bottles! And every space is filled with fun objects and small carved wooden figures.



Marc De Simone / Alamy Stock Photo

#### Clown figures by Ross Ward at the Tinkertown Museum

- 4 The museum and the figures were made by a man named Ross Ward. It all started with a hobby. He loved to carve figures that reminded him of the Old West. In fact, Ross Ward made so many small pieces of art that he soon had an entire small Old Western town. It was filled with people and animals like cowboys and horses. It also had objects and scenery.

- 5 Then, the artist made other scenes such as circuses. Wooden clowns seemed to perform next to tiny acrobats balancing on ropes. Ross Ward added space onto his family's home, and he filled the space with his art.
- 6 When people asked Ross Ward how he made Tinkertown, he would say with a grin, "I did all of this while you were watching TV." He would probably tell people today that making art can be better than looking at a screen.
- 7 Finally, in 1983 his wife Carla convinced him to allow people to visit. Since then, many thousands of people have walked through the Tinkertown Museum. They enjoy seeing the art from one man's imagination.
- 8 It was an imagination as big as the Sandia Mountains!

"Tinkertown: How a Hobby Turned into a Museum" © 2020 by Cognia, Inc.

**Passage 2****Kareem Waris Olamilekan: Teen Artist*****"Whenever I draw, I feel so happy."***

- 1 Kareem Waris Olamilekan is a teen artist from Nigeria in Africa. He is famous for drawing pictures of people that look lifelike. Many people say his drawings look so real that they remind them of photographs.
- 2 Kareem started drawing at the age of 6 when he would draw with his friends. He learned how to draw by studying comics and pictures from books.
- 3 At the age of 8, Kareem began attending a school for artists. At his school, he learned special ways to make his drawings look even more real. Kareem became so good at drawing that he started selling his artwork. At age 11, he was even invited to draw the president of France!
- 4 Now, Kareem wants to keep improving his skills. His goal is to see his art in the great museums of the world. He was once asked what advice he has for other young artists. Kareem said that it is important to be patient and keep working hard.
- 5 Even though Kareem pushes himself to keep working at his art, he has not lost the joy he felt when drawing with his friends. He still loves to draw. Being famous has not changed that.
- 6 He says, "Whenever I draw, I feel so happy."

"Kareem Waris Olamilekan: Teen Artist" © 2020 by Cognia, Inc.



### Passage 3

#### Everyone Is an Artist: Five Simple Ideas for Making Your Own Art

- 1 No piece of art is exactly the same. And there is nothing quite like making art that is truly yours.
- 2 Art can be a way to relax and rest after a busy day. It can be a way to express yourself. And it can be a reason to study the interesting things around you—like your uncle’s car, or maybe that unusual tree growing across the street.
- 3 Sometimes, all it takes is a few materials you have at home or at school to enjoy creating art. Here are five ideas you can try!
  - **Draw one part of a face.** Instead of drawing a whole face, just draw one part of a face. Maybe draw only one eye. Or you might choose to draw just the nose and mouth.
  - **Draw something you see or touch.** Choose an interesting object in your home. You might also choose something you see outside. Observe it as you draw.
  - **Draw on leaves.** Collect some leaves from outside. Now, use markers or other art materials to decorate the leaves. Glue them on a piece of paper.
  - **Mold something from modeling clay.** With help from an adult, you can even make your own modeling clay at home. Use your fingers to make different shapes of insects, people, and animals.
  - **Trace an interesting picture.** Find a picture you like and put a thin piece of paper on top of it. Trace the picture using a pencil. When you are done, decorate and add to the picture in any way you like.
- 4 Whatever you choose, enjoy the process of making something new.

“Everyone Is an Artist: Five Simple Ideas for Making Your Own Art” © 2020 by Cognia, Inc.

- 33.** Now read the writing task and draft a response. As you write, think about what makes your writing the best it can be.

### My Best Writing

Stays on topic and pays attention to all parts of the writing task
Includes details and examples to support ideas
Is clearly organized
Makes word choices that are well suited to the task
Uses simple, compound, and complex sentences with correct capitalization, punctuation, and spelling

### Writing Task

Imagine that this month, your school is celebrating art around the world. Classes are learning about the art people make. Students are making their own art. And this month, your school's newsletter will also be all about art!

You have just read three passages about making art.

Write an article for your school newsletter informing readers about different ways that art can be a part of people's lives. Use details from what you read about making art. Also use your own ideas and experiences with art as you write your article.

SESSION  
2

Today you will be writing an informative text. When you write to inform, you

- share what you know about a topic with another person.
- think about what your reader may want to learn about the topic.
- put your information in an order that makes sense.
- use examples and details to make the information clear and interesting to your reader.

After you have read the passages, and before you begin writing, think about

- what you already know about artists and about making art yourself.
- why people enjoy making art.
- important things you learned by reading the passages.

Now write your response in the space provided.



## NM-MSSA ELA

# PRACTICE TEST ANSWER KEY

## Grade 4

Item Number	Key	Standards
<b>Session 1 READING</b>		
1	A	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
2	D	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
3	A; B	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	C	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
5	D	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6	A	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
7	C	RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.
8	C	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
9	B	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
10	B; D	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Practice Test Answer Key • Grade 4 ELA

Item Number	Key	Standards
11	A	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
12	B	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
13	C	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
14	D; A	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15	A	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
16	B	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
17	D, E	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
18	B	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
19	C	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
20	D	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>Session 2 WRITING AND LANGUAGE</b>		
21	D	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

## Practice Test Answer Key • Grade 4 ELA

Item Number	Key	Standards
22	B	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use a variety of transitional words and phrases to manage the sequence of events.
23	A	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
24	D	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Use commas and quotation marks to mark direct speech and quotations from a text.
25	A	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
26	A; C	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e) Provide a conclusion that follows from the narrated experiences or event.
27	B; B	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
28	A	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases to convey ideas precisely.
29	A	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).
30	C	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

## Practice Test Answer Key • Grade 4 ELA

Item Number	Key	Standards
31	B	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g) Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i> ).
32	B	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
33	NA	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production of Writing: NM-MSSA Informative Writing Rubric (Grades 3–5)				
	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Presents ideas that thoroughly address the task.</li> <li>Substantially develops the topic with consistently pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas that generally address the task.</li> <li>Generally develops the topic with mostly pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas that partially address the task.</li> <li>Partially develops the topic with some pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas that minimally address the task.</li> <li>Minimally develops the topic with few pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Establishes and consistently maintains an organizational plan focused on a controlling or central idea.</li> <li>Introduces the topic clearly and provides a concluding statement or section consistently related to the information presented.</li> <li>Consistently uses linking words and phrases effectively to connect ideas within categories of information.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and generally maintains an organizational plan focused on a controlling or central idea.</li> <li>Introduces the topic and provides a concluding statement or section generally related to the information presented.</li> <li>Generally uses linking words and phrases effectively to connect ideas within categories of information.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish and partially maintains an organizational plan focused on a controlling or central idea.</li> <li>Introduces the topic and provides a concluding statement or section partially related to the information presented.</li> <li>Sometimes uses linking words and phrases effectively to connect ideas within categories of information.</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to establish but does not maintain an organizational plan focused on a controlling or central idea.</li> <li>May be missing an introduction and/or a concluding statement or section that is related to the information presented.</li> <li>Rarely uses/does not use linking words and phrases effectively to connect ideas within categories of information.</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses precise language and varied vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Often uses precise language and varied vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses precise language and varied vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use precise language or varied vocabulary to inform about or explain the topic.</li> </ul>

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)			
	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English conventions relative to the length and complexity of the text.</li> <li>Has errors or patterns of errors that interfere with meaning or confuse the reader.</li> </ul>

## Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that consistently address the task.</li> <li>Develops the narrative using consistently descriptive details.</li> <li>Uses consistently effective and varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that generally address the task.</li> <li>Develops the narrative using mostly descriptive details.</li> <li>Uses generally effective and somewhat varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that partially address the task.</li> <li>Develops the narrative using some descriptive details.</li> <li>Uses partially effective and/or limited narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to present a narrative that develops real or imagined experiences or events but minimally addresses the task.</li> <li>Attempts to develop the narrative but uses few descriptive details, if any.</li> <li>Attempts to use narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations, but these are not effective and/or varied.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Effectively orients the reader by clearly establishing a situation and introducing a narrator and/or characters.</li> <li>Consistently organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that clearly follows from the narrated experiences or events.</li> <li>Consistently demonstrates effective use of a wide variety of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>Adequately orients the reader by generally establishing a situation and introducing a narrator and/or characters.</li> <li>Generally organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that generally follows from the narrated experiences or events.</li> <li>Generally demonstrates effective use of a variety of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to orient the reader by partially establishing a situation and/or introducing a narrator and/or characters.</li> <li>Partially organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that partially follows from the narrated experiences or events.</li> <li>Sometimes demonstrates varied and effective use of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to orient the reader by minimally establishing a situation and/or introducing a narrator and/or characters.</li> <li>Minimally organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that minimally follows or does not follow from the narrated experiences or events.</li> <li>Rarely demonstrates/does not demonstrate use of varied or effective transitional words and phrases to manage the sequence of events.*</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use concrete words and phrases and sensory details to convey experiences and events.</li> </ul>

## Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors that interfere with meaning or confuse the reader.</li> </ul>

\*Specific expectations vary by grade.

Production of Writing: NM-MSSA Opinion Writing Rubric (Grades 3–5)				
	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Expresses an opinion that fully addresses the topic.</li> <li>Substantially supports the opinion with consistently pertinent facts and details from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses an opinion that generally addresses the topic.</li> <li>Generally supports the opinion with mostly pertinent facts and details from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses an opinion that partially addresses the topic.</li> <li>Partially supports the opinion with some pertinent facts and details from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses an opinion that only minimally addresses the topic or does not explicitly express an opinion.</li> <li>Minimally supports the opinion with few pertinent facts and details from relevant sources.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Establishes and consistently maintains an organizational plan in which related ideas are consistently grouped logically to support the writer's purpose.</li> <li>Introduces the topic clearly and provides a concluding statement or section consistently related to the opinion presented.</li> <li>Consistently demonstrates effective use of words and phrases to link the opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and generally maintains an organizational plan in which related ideas are generally grouped logically to support the writer's purpose.</li> <li>Introduces the topic and provides a concluding statement or section generally related to the opinion presented.</li> <li>Generally demonstrates effective use of words and phrases to link the opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish and partially maintains an organizational plan in which related ideas are only sometimes grouped logically to support the writer's purpose.</li> <li>Introduces the topic and provides a concluding statement or section partially related to the opinion presented.</li> <li>Sometimes demonstrates effective use of words and phrases to link the opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to establish but does not maintain an organizational plan; related ideas are rarely grouped/not grouped logically to support the writer's purpose.</li> <li>May be missing an introduction and/or a concluding statement or section that is related to the opinion presented.</li> <li>Rarely demonstrates/does not demonstrate any effective use of words and phrases to link the opinion and reasons.</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses precise language and varied vocabulary when supporting a point of view with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Often uses precise language and varied vocabulary when supporting a point of view with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses precise language and varied vocabulary when supporting a point of view with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use precise language or varied vocabulary when supporting a point of view with reasons.</li> </ul>

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)			
	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors that interfere with meaning or confuse the reader.</li> </ul>