

Illinois ELA Assessment

Practice Item Answer Key

Grade 4 - ELA plus extensions, ELA plus TTS, ELA plus TTS and extensions

The following pages include the answer key for all machine-scored items, followed by a breakdown of the writing rubric expectations for prose-constructed responses.

Item Number	Answer Key
1.	Part A: B Part B: D
2.	Part A: C Part B: A, D
3.	Part A: D Part B: E, C
4.	Part A: B Part B: D
5.	DD1: outdoor DD2: leaves and trees DD3: nature
6.	Row 1: poem Row 2: story Row 3: poem Row 4: both
7.	Open Ended
8.	Part A: A Part B: C
9.	DD1: learn how they worked DD2: curious DD3: solving mysteries at work
10.	Part A: B Part B: A
11.	Part A: D Part B: A
12.	Part A: B Part B: D,B
13.	Part A: C Part B: D

14.	Row 1: Both Row 2: Video Row 3: Both Row 4: Passage
15.	Part A: A Part B: E,B
16.	Open Ended

#7 Open Ended

Reading Comprehension and Written Expression

A top response may include but is not limited to the following information:

Possible differences include:

- While the dialogue in “A Piano for Mama” develops the wind as problematic, the details in “Who Has Seen the Wind?” show the wind as mysterious.
 - ““Ach! How I hate you!’ Hildy Becker shouted, shaking her fist at the hot Santa Ana wind.” (“A Piano for Mama,” paragraph 1)
 - ““I think Mama will be angry.’ ‘With this wind? She’ll understand,’ Papa said.” (“A Piano for Mama,” paragraphs 10–11)
 - ““Ach! I’ll never forget 1861. First the drought, now the Santa Anas ripping our grapevines, snapping the stakes.” (“A Piano for Mama,” paragraph 11)
 - “Who has seen the wind?
Neither I nor you;” (“Who Has Seen the Wind?”, lines 1–2)
- While the dialogue in “A Piano for Mama” develops the wind as aggressive and harmful, the details in “Who Has Seen the Wind?” show the wind as gentler.
 - ““Ach! I’ll never forget 1861. First the drought, now the Santa Anas ripping our grapevines, snapping the stakes.” (“A Piano for Mama,” paragraph 11)
 - “But when the leaves hang trembling” (“Who Has Seen the Wind?”, line 3)
- The dialogue in “A Piano for Mama” reveals hatred toward the wind, while the details in “Who Has Seen the Wind?” show respect for the wind.
 - ““Ach! How I hate you!’ Hildy Becker shouted, shaking her fist at the hot Santa Ana wind.” (“A Piano for Mama,” paragraph 1)
 - “But when the trees bow down their heads
The wind is passing by.” (“Who Has Seen the Wind?”, lines 7–8)

#16 Open Ended Reading Comprehension and Written Expression

A top response may include but is not limited to the following information:

Dr. Eugene

- **Problem-solving/noticing problems**
 - Why it mattered: It helped her decide to learn computer science so that she could fix a real problem.
 - Evidence: “I saw a problem that I wanted to fix” (video, 0:06) and “we’re creating a problem in our society, but we’re not creating a solution for it” (video, 0:30).
- **Determination/persistence**
 - Why it mattered: It helped her keep going and take big steps, such as going back to school.
 - Evidence: “So I quit my job and I went back to school. . . . Computer science was . . . the answer to that . . . problem” (video, 0:33).
- **Curiosity/asking questions**
 - Why it mattered: It helped her learn by exploring and asking questions, which scientists do all the time.
 - Evidence: She was “asking the random questions . . . ‘how does it do that?’” (video, 1:13–1:17), and she says the most important characteristic is “asking questions . . . patience and . . . persistence with the questions” (video, 1:56–2:05).
- **Investigation/analytical thinking (seeing how parts fit together)**
 - Why it mattered: It helped her put clues together and understand how things connect.
 - Evidence: “I get to be an investigator” (video, 1:29–1:31), and she describes “looking at these different pieces—and how they . . . come together—that paint this bigger picture” (video, 1:42–1:45).
- **User-centered thinking/empathy**
 - Why it mattered: It helped her design technology that works for people’s everyday lives.
 - Evidence: “I look at people’s everyday needs . . . and then how do we build that in computing, so then it meets them where they are” (video, 2:12–2:23).

Grace Hopper

- **Strong math background**
 - Why it mattered: It prepared her for complex computer work and provided future job opportunities.
 - Evidence: She “had been a math professor at Vassar College” (passage, paragraph 2).
- **Talent / ability with computer work**
 - Why it mattered: It helped her earn important computer jobs and grow in her career.
 - Evidence: She “showed a talent for the work” and was assigned to work on a real computer at Harvard (passage, paragraph 2).
- **Perseverance (overcoming barriers)**
 - Why it mattered: It helped her keep working even when people doubted her.
 - Evidence: Her officer was “shocked that he was sent a woman,” but she “proved she belonged,” and she stayed involved even when she wasn’t “allowed to join active duty” (passage, paragraph 3).
- **Innovation/problem-solving**
 - Why it mattered: It helped her create COBOL, which made computers easier to use and helped them work together.
 - Evidence: She “developed a language called COBOL . . . [that] allowed computers to communicate . . . [and] allowed people to program . . . using plain English” (passage, paragraph 4); by 2000, “70 percent of the code running all computers used in business was COBOL” (passage, paragraph 5).