

Illinois ELA Assessment

Practice Item Answer Key

Grade 5 - 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: C Part B: C
2.	Part A: B Part B: D
3.	Part A: A Part B: D,A
4.	Part A: B Part B: D
5.	1.The Merchant asks to stay with the Miller for one night. 2.The Miller claims to own the Merchant's mule. 4.The Jackal shares a story that the Miller doubts. 5.The Miller returns the Merchant's mule to him.
6.	Part A: C Part B: D
7.	DD1: clever DD2: take their time
8.	Open Ended
9.	Part A: A Part B: D
10.	Transportation planner: - Study data about the bicycle users in the city. - Choose locations for bridges and bicycle on/off ramps. Civil Engineer: - Select the best materials for a bicycle freeway. - Examine the trench's soil, drainage, and elevation. Building Crew Worker: - Remove the old railway structures from the trench. - Install the surface of the bicycle freeway.

11.	Part A: B Part B: B, C
12.	Part A: D Part B: C
13.	Part A: C Part B: B
14.	Part A: B Part B: A
15.	Part A: C Part B: A,E
16.	1. Designing City Transport 2. Both 3. What Are Eco-Cities?
17.	Open Ended

#8 Open Ended
Reading Comprehension and Written Expression

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

Possible key ideas:

- Both passages support a theme related to truth through problems encountered by their characters.
- Both passages support a theme related to truth through endings that reveal the truth the characters were seeking.
- Both passages support a theme related to truth through characters that are wise and strategic while trying to learn the truth.

Possible Details and Evidence:

“The Wisdom of Solomon”

- ““Now before you rest two vases of flowers which appear to be identical, but only one consists of living flowers. The other is a copy made from gold leaf, precious gems, and brightly colored enamels. Thus I put the following test to the wisest of all living men: which is the true and which is the false?”” (paragraph 5)
- “Solomon sat quietly and puzzled over the riddle as everyone in court awaited his answer.” (paragraph 9)
- “. . . Solomon quickly said, ‘Do not harm our little friend. Let him alight where he will.’” (paragraph 9)
- “Solomon smiled, realizing that the insect would not be fooled by the artisan’s skill, nor by gold, jewels, and false color. Without hesitation, the bee landed on the garden flowers.” (paragraph 10)
- “Solomon raised his hand and pointed to the same bouquet.” (paragraph 10)

“The Judgment of the Jackal”

- ““Yours?” said the Merchant, getting angry. ‘Last night your stable was empty. And don’t you think I know my own mule?’” (paragraph 13)
- ““Well, I have no doubt it’s all right; but just to satisfy me, let us ask the Rev. Dr. Jackal to decide between us; and whatever he says I will abide by.”” (paragraph 16)
- “They went away, and waited a long time, but no Jackal.” (paragraph 21)
- ““And who ever heard,’ replied the Jackal, ‘of a mill having a young mule?’” (paragraph 25)

#17 Open Ended
Reading Comprehension and Written Expression

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

Top Student Main Idea (Summary Statement)

Over time, transportation systems in cities have changed from focusing mainly on cars, with many highways and spreading out, to more recently including biking, walking, and energy-saving designs. Eco-Cities are also focused on providing renewable energy provided from within to their citizens. These updated plans have reduced pollution and increased quality of life.

Supporting Evidence from Passage 1: Designing City Transport

In the past, most transportation systems were built around cars, with highways and roads designed to move vehicles quickly.

Car-focused systems made it easier to travel long distances, but they also caused cities to spread outward and made walking or biking difficult.

Mass transit and non-car travel were once low priorities, which limited transportation choices for people.

Today, cities are investing in new transportation systems that support walking, biking, and public transportation.

The Midtown Greenway shows how old transportation spaces, like railways, can be redesigned to meet modern city needs.

Transportation planners now study traffic, safety, and community impact to improve how people move around cities, saving commuters time and stress.

Green beltways reduce pollution and improve human quality of life in cities.

Supporting Evidence from Passage 2: What Are Eco-Cities?

Cars caused a lot of pollution in cities.

Eco-cities represent a newer way of designing cities that focuses on reducing car use and saving energy.

These cities encourage people to walk, bike, or use other transportation instead of driving.

New eco-cities are designed so places people need—homes, schools, and stores—are close together.

Reducing car travel helps lower pollution caused by transportation.

Transportation in eco-cities works together with housing and other systems to support daily life.

Some existing cities are changing their transportation systems to become more eco-friendly.

Cities like London show how adding bike paths and bike-sharing programs can change how people travel, leading to improved quality of life.