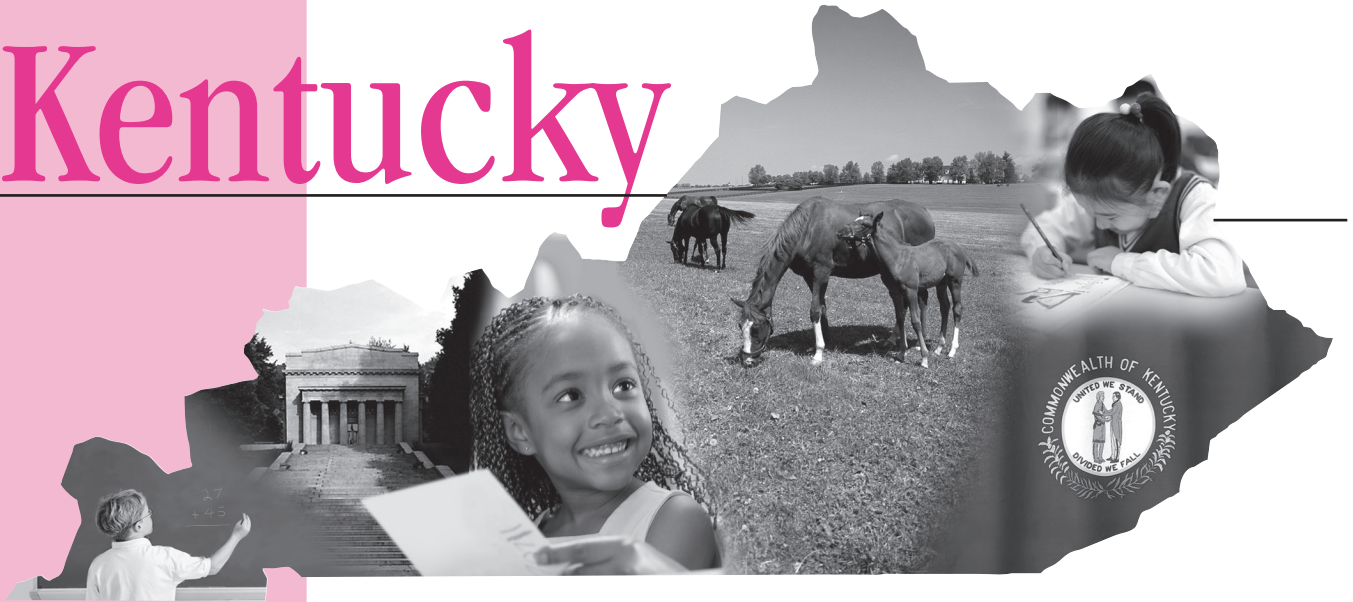




# Released Items

# Kentucky



## Commonwealth Accountability Testing System

Grade    Kentucky Core Content Test  
**4**        Spring 2007  
             Released Items



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The following is the general guide that will be used to evaluate your answers to open-response questions.

# Kentucky General Scoring Guide

## Score Point 4

- You follow all directions and finish all parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show that you completely understand the information that is asked about.
- You show and/or explain the quickest and best way to get an answer.
- You are able to show and explain what you know by using complex examples, by showing connections between ideas and the real world, by comparing different ideas, and/or by showing how the ideas work together.

## Score Point 3

- You follow the directions and finish most of the parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show and/or explain that you understand the big ideas about the question but there may be a few little mistakes or wrong ideas.

## Score Point 2

- You follow some of the directions and finish some parts of the question.
- Your answer may not be complete but it is clear so that others can understand.
- You understand only parts of the information to answer the question.

## Score Point 1

- You understand only a small part of the information asked for in the question.
- You only answer a small part of the question.

## Score Point 0

- Your answer is completely wrong or has nothing to do with the question.

## Blank

- You did not give any answer at all.



# Grade 4



## Reading

This document represents Phase I of the 2007 released items for Grade 4 reading. This release document is provided to give examples of items found in the Kentucky Core Content Test, to reflect content tied to the *Core Content for Assessment Version 4.1*, and to illustrate items at different levels of Depth of Knowledge. Phase II of the released items will include annotated student work for the open-response item.

This document includes a literary passage along with the six multiple-choice items and the open-response item that appeared with this passage in the 2007 Kentucky Core Content Test. (The other genres in the assessment are expository, persuasive, and procedural texts and documents.) This document also includes the scoring guide for the open-response item and information about each of the items (Academic Expectation, Core Content Standard, Depth of Knowledge, and Answer Key for multiple-choice items).

These items reflect a limited release. Additional items will be released in the future and the number of released items will increase as the item pool is developed over time to reflect the breadth of the *Core Content for Assessment Version 4.1* and the desired levels of Depth of Knowledge.

The passage below is about a king who comes to understand that he made a mistake. Read the passage to learn about the king's mistake. Then answer the questions that follow.

# Birbal and the Barber

By T.V. Padma

*King Akbar ruled India many hundreds of years ago. He did not know how to read or write, but he was a very good king. He surrounded himself with wise **ministers**, who gave him advice about ruling the country. The cleverest of these ministers was Birbal, who often used his sense of humor to make the king aware of his mistakes.*

**M**ANY YEARS AGO, when Akbar ruled almost all of India, there lived a man called Birbal. Birbal was so wise that he became a minister in Akbar's court when he was very young.

One morning Birbal was strolling along the marble terrace of Akbar's palace, when

he saw Akbar's barber **sobbing** behind a rosebush. He hurried over and patted the poor barber gently on the shoulder.

"What is the matter?" he asked.

"The king has ordered me to leave his kingdom forever," the barber said through his tears.

"Leave the kingdom forever? Why would he want you to do that?"

"This morning, the king stubbed his toe and was stung by a bee right after he saw me. He says all this must have been my fault because I have an unlucky face. He wants to banish me so that he will never have to set eyes on my face again," replied the barber.

Birbal shook his head in disbelief.

"Help me. Please help me. You are my only hope," begged the barber as he began to cry again.

Birbal handed the barber a silk handkerchief. "Take this and dry your tears, my good man. No one in the world has an unlucky face, and I will see to it that you are not punished unjustly."

"Will you speak to the king today, sir?" asked the barber.

"Wait here. I will go to see the king right now," promised Birbal.

He marched back up the marble steps into the palace. He stopped outside the courtroom, unwrapped his turban, and blindfolded his eyes with the cloth.

"Would you guide me into the courtroom, so that I am face to face with

---

ministers – helpers

---

sobbing – crying



the king?” he asked the guard. Birbal often did strange things, and the guard knew this. He took Birbal’s arm and led him in.

Akbar was seated on his jeweled throne. His eyebrows shot up in surprise as he watched Birbal, blindfolded, stumbling in with the guard’s help.

“Birbal, is something wrong? Did someone hurt you?” he asked with alarm.

“No, your highness,” replied Birbal cheerfully, smiling up at Akbar.

“Then what is the matter with you?” asked Akbar in a puzzled tone. “Why are you wearing a blindfold?”

“Forgive me, your highness. I am wearing a blindfold because I cannot risk seeing your unlucky face,” said Birbal.

There was shocked silence in the courtroom. The guards and ministers gazed

in horror at Birbal. How could he be so rude to the king? He must have gone crazy!

“My unlucky face! How dare you call my face unlucky? I am your king! I rule almost all of India. I am just and kind and wise and good. Have you forgotten all that I am, you fool?” Akbar thundered.

“Would you let me explain, please, your highness?” Birbal calmly asked.

“Explain, and be quick about it!” roared the king. His shiny, black mustache quivered with fury.

“Well, your highness, I met your barber this morning. He said you told him that he has an unlucky face.”

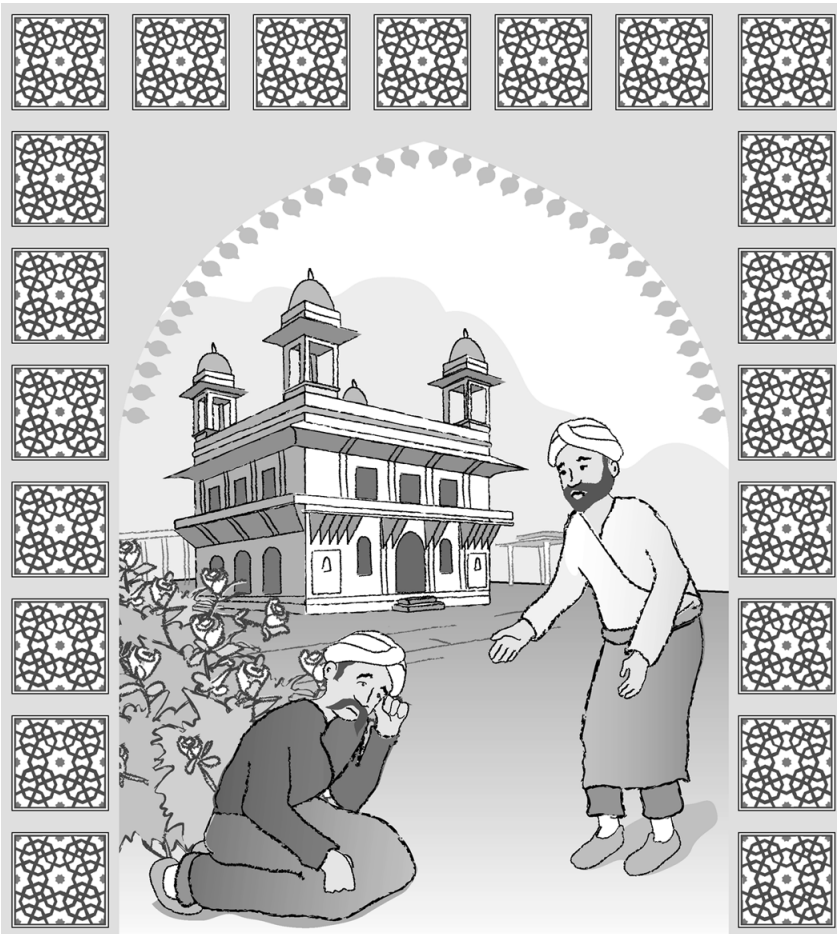
“Yes I did, Birbal. After I saw his face, I stubbed my toe and was stung by a bee. Is that not unlucky?”

“Of course it was most unfortunate, your highness, but did you think about what happened to the barber after he saw your face? The poor man lost his job and is about to be banished from your kingdom. Don’t you think your face is unluckier than his? After all, his face only causes bee stings and stubbed toes. Your royal face can bring so much bad luck to someone that he may be forced to leave the land he loves forever.”

Akbar was silent for a moment. Then his eyes began to twinkle. He threw back his head and laughed. Laughter rippled through the great hall and tumbled out into the garden.

“You have brought me to my senses again,” Akbar said to him. “You shall be given a bag of gold for being bold enough to make me see how silly I was to blame the barber’s face for my bad morning.”

“What about the barber, sir?” asked Birbal as he undid his blindfold.



“Give him a bag of gold, too. Tell him that he may work for me and live in my kingdom for as long as he wishes.”

Birbal bowed to the king and went to tell the barber the good news, with a little smile tugging at the corners of his mouth.

## Sample Multiple-Choice Questions

1. This passage can BEST be described as an example of
  - (A) a story.
  - (B) a play.
  - (C) a poem.
  - (D) an article.
2. The passage says one thing that made King Akbar a good king was that he
  - (A) read many great books.
  - (B) had many bags of gold.
  - (C) wrote many fine stories.
  - (D) had many wise ministers.
3. How did the barber feel after the king told him that he would have to leave the kingdom?
  - (A) angry
  - (B) calm
  - (C) sad
  - (D) thankful
4. After Birbal told the king why he was wearing a blindfold, there was “shocked silence in the courtroom” because the guards and ministers thought that Birbal had
  - (A) acted very bravely.
  - (B) hurt his eyes badly.
  - (C) told a lie to the king.
  - (D) been rude to the king.

5. Near the end of the passage, the king laughed because he
- Ⓐ was happy that his bee sting and stubbed toe felt better.
  - Ⓑ realized that he did not have to give away any bags of gold.
  - Ⓒ was happy that he would not have to see the barber anymore.
  - Ⓓ realized he had been wrong to blame the barber for his bad luck.
6. Birbal would MOST likely agree that
- Ⓐ King Akbar had a very unlucky face.
  - Ⓑ the barber should not live in the kingdom.
  - Ⓒ King Akbar had guards who were very rude.
  - Ⓓ people do not really have unlucky faces.

## Sample Open-Response Question

**Read all parts of the question before you begin.**

7. The last sentence of the passage says that Birbal “went to tell the barber the good news, with a little smile tugging at the corners of his mouth.”
- a. Describe the good news Birbal was going to tell the barber.
  - b. Explain TWO reasons why Birbal might have been smiling.

Use examples from the passage to support your answers.

**Please write your answer to this open-response question on the next page. →**

7.



## Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes the good news Birbal was going to tell the barber. Student clearly explains <b>two</b> reasons why Birbal might have been smiling. Response is supported with examples from the passage.
3	Student generally describes the good news Birbal was going to tell the barber. Student generally explains <b>two</b> reasons why Birbal might have been smiling. Response is supported with examples from the passage.
2	<p>Student provides a limited description of the good news Birbal was going to tell the barber. Student provides a limited explanation of <b>two</b> reasons why Birbal might have been smiling. Response may be supported with few or no examples from the passage.</p> <p><b>OR</b></p> <p>Student provides a general explanation of the good news Birbal was going to tell the barber. <b>Part b</b> is missing or incorrect.</p> <p><b>OR</b></p> <p>Student provides a general explanation of <b>two</b> reasons why Birbal might have been smiling. <b>Part a</b> is missing or incorrect.</p>
1	Student demonstrates minimal understanding (e.g., student provides a limited description of the good news Birbal was going to tell the barber <b>or</b> a limited explanation of one reason why Birbal might have been smiling).
0	Student's response is totally incorrect or irrelevant.
<b>Blank</b>	No student response.

**GRADE 4 – READING**

**Item Information:**

<b>Question</b>	<b>First AE</b>	<b>First CC</b>	<b>Second AE</b>	<b>Second CC</b>	<b>DoK</b>	<b>Answer Key</b>
1	1.2	RD.04.2.0.01			1	A
2	1.2	RD.04.2.0.03			1	D
3	1.2	RD.04.2.0.02			2	C
4	1.2	RD.04.2.0.02			1	D
5	1.2	RD.04.3.0.01			2	D
6	1.2	RD.04.2.0.07			2	D
7	1.2	RD.04.3.0.01			3	

<b>Key</b>	
<b>First AE</b>	First Academic Expectation assigned to this item
<b>First CC</b>	First Content Code assigned to this item
<b>Second AE</b>	Second Academic Expectation assigned to this item
<b>Second CC</b>	Second Content Code assigned to this item
<b>DoK</b>	Depth of Knowledge level assigned to this item
<b>Answer Key</b>	Correct Answer Key for this item

In order to adequately cover the scope of the Core Content, an individual assessment item may address multiple Core Content statements. If an item addresses more than one statement, all content codes are identified—each assessment item may have up to two different content codes. The content codes are identified in the Item Information tables as First Content Code (First CC) and Second Content Code (Second CC). Please see Kentucky’s [Core Content for Assessment Version 4.1](#) for the specific content statements associated with each code.

For further information on Depth of Knowledge levels in the Kentucky Core Content Test, please see [Content Specific Core Content for Assessment DOK Support Materials](#).



# Grade 4



## Science

This document represents Phase I of the 2007 released items for Grade 4 science. This release document is provided to give examples of items found in the Kentucky Core Content Test, to reflect content tied to the *Core Content for Assessment Version 4.1*, and to illustrate items at different levels of Depth of Knowledge. Phase II of the released items will include annotated student work for the open-response item.

This document includes six multiple-choice items and one open-response item that reflect the subdomains of science (physical science, Earth and space science, biological science, and unifying themes). This document also includes the scoring guide for the open-response item and information about each of the items (Academic Expectation, Core Content Standard, Depth of Knowledge, and Answer Key for multiple-choice items).

These items reflect a limited release. Additional items will be released in the future and the number of released items will increase as the item pool is developed over time to reflect the breadth of the *Core Content for Assessment Version 4.1* and the desired levels of Depth of Knowledge.

## Sample Multiple-Choice Questions

1. The table below shows six objects sorted into two groups.

Group A	Group B
mirror	steel bicycle frame
window	penny
light bulb	copper wire

Which table shows objects that belong with the objects sorted into the two groups?

(A)

Group A	Group B
plastic ball	pair of scissors

(B)

Group A	Group B
glass cup	metal key

(C)

Group A	Group B
battery	popsicle stick

(D)

Group A	Group B
piece of tile	brick

2. Jackie has a wood block, a glass block, a steel block, and a plastic block. All of the blocks are solid and are the same size and shape. Which block MOST likely has the greatest mass?

- (A) the wood block
- (B) the glass block
- (C) the steel block
- (D) the plastic block

3. Sarah takes a stick of butter from the refrigerator and puts it in a pan on the stove. As the butter starts to heat up, it will first change from a

- (A) liquid to a gas.
- (B) liquid to a solid.
- (C) solid to a gas.
- (D) solid to a liquid.

4. Wind, moving water, and moving ice pick up and move soil and other materials in a process known as

- (A) erupting.
- (B) erosion.
- (C) faulting.
- (D) fossilization.

Use the tables below to answer question 5.

Group 1
hawk
shark
polar bear

Group 2
cow
rabbit
butterfly

5. The tables above show two different groups of animals. Which animal would MOST likely belong in Group 1?

- (A) deer
- (B) squirrel
- (C) earthworm
- (D) lion

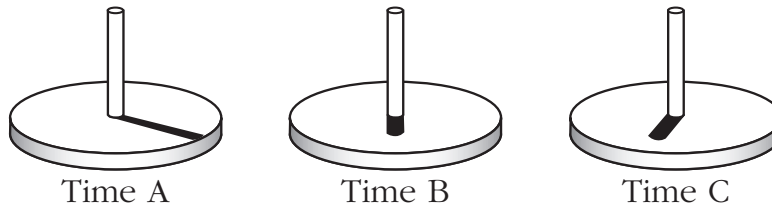
6. A certain type of bird lives in Kentucky during the summer. In the winter, the bird flies much farther south. Which is the MOST likely reason the bird flies much farther south in the winter?

- (A) Kentucky is too cold in the winter.
- (B) Kentucky gets too much wind in the winter.
- (C) Too many other animals live in Kentucky in the winter.
- (D) There are too many thunderstorms in Kentucky in the winter.

## Sample Open-Response Question

### *Shadows of a Sundial*

7. The pictures below show a sundial and its shadow at three different times during the day.

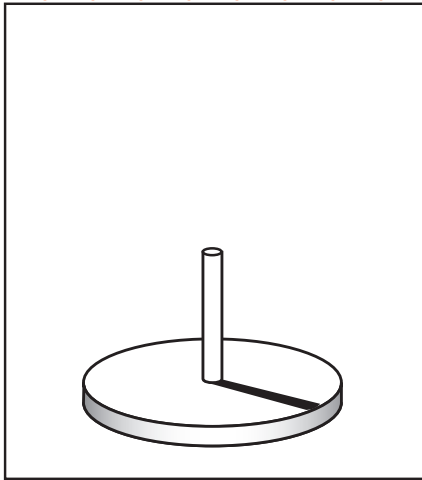


- On the next page, draw where the sun would be to make the shadow shown in EACH of the pictures.
- Explain why the position of the shadow on the sundial is in different places during the day.

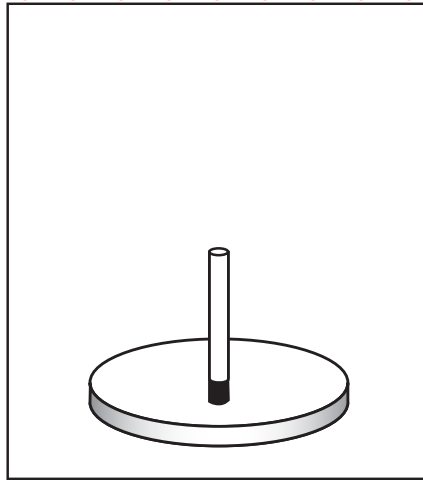
**Do not write on this page. Please write your answer to this open-response question on the next page. →**



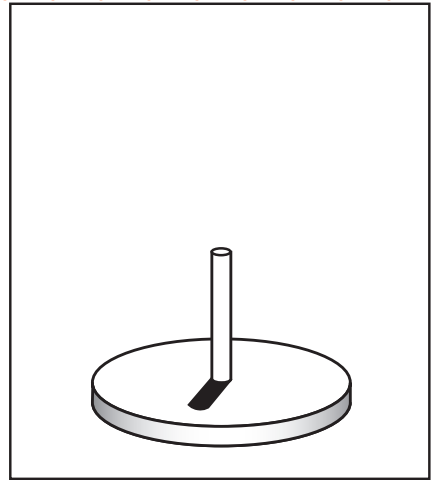
7.



Time A



Time B



Time C

## Scoring Guide

SCORE	DESCRIPTION
4	Student correctly draws where the sun would be to make the shadow shown in <b>each</b> of the pictures. Student clearly explains why the position of the shadow on the sundial is in different places during the day.
3	Student correctly draws where the sun would be to make the shadow shown in <b>each</b> of the pictures. Student generally explains why the position of the shadow on the sundial is in different places during the day. The response may contain minor errors or misconceptions.
2	Student correctly draws where the sun would be to make the shadow shown in <b>two</b> of the pictures. Student provides a limited explanation of why the position of the shadow on the sundial is in different places during the day. <b>OR</b> Student correctly draws where the sun would be to make the shadow shown in <b>each</b> of the pictures. Response to <b>part b</b> is missing or incorrect.
1	Student demonstrates minimal understanding (e.g., student correctly draws where the sun would be to make the shadow shown in one of the pictures).
0	Student's response is totally incorrect or irrelevant.
<b>Blank</b>	No student response.

**Item Information:**

Question	First AE	First CC	Second AE	Second CC	DoK	Answer Key
1	2.1	SC.EP.1.1.01			2	B
2	2.4	SC.EP.1.1.01			2	C
3	2.2	SC.04.1.1.01			2	D
4	2.2	SC.04.2.3.02			1	B
5	2.3	SC.04.4.6.01	2.3	SC.04.3.4.01	2	D
6	2.3	SC.04.4.7.01			2	A
7	2.2	SC.04.2.3.04			3	

Key	
<b>First AE</b>	First Academic Expectation assigned to this item
<b>First CC</b>	First Content Code assigned to this item
<b>Second AE</b>	Second Academic Expectation assigned to this item
<b>Second CC</b>	Second Content Code assigned to this item
<b>DoK</b>	Depth of Knowledge level assigned to this item
<b>Answer Key</b>	Correct Answer Key for this item

In order to adequately cover the scope of the Core Content, an individual assessment item may address multiple Core Content statements. If an item addresses more than one statement, all content codes are identified—each assessment item may have up to two different content codes. The content codes are identified in the Item Information tables as First Content Code (First CC) and Second Content Code (Second CC). Please see Kentucky’s [Core Content for Assessment Version 4.1](#) for the specific content statements associated with each code.

For further information on Depth of Knowledge levels in the Kentucky Core Content Test, please see [Content Specific Core Content for Assessment DOK Support Materials](#).



# Grade 4



## Practical Living and Vocational Studies

This document represents the 2007 released items for Grade 4 practical living and vocational studies. This release document is provided to give examples of items found in the Kentucky Core Content Test, to reflect content tied to the *Core Content for Assessment Version 4.1*, and to illustrate items at different levels of Depth of Knowledge.

This document contains four multiple-choice items that reflect the subdomains of practical living and vocational studies (health education, physical education, consumerism, and vocational studies). This document also includes information about each of the items (Academic Expectation, Core Content Standard, Depth of Knowledge, and Answer Key).

Additional items will be released in the future as the item pool is developed over time to reflect the breadth of the *Core Content for Assessment Version 4.1* and the desired levels of Depth of Knowledge.

## Sample Multiple-Choice Questions

1. A class is planning a picnic. One student thinks that the class should buy take-out food from a restaurant for the picnic. Almost everyone likes the idea, but Janice thinks it will cost more money than the class has to spend. What would be the BEST thing for Janice to do?
  - Ⓐ Tell everyone the picnic is a bad idea.
  - Ⓑ Ask her parents to give money to the class.
  - Ⓒ Keep her feelings about the picnic to herself.
  - Ⓓ Suggest that the class talk about her concerns.
2. Which is a SOCIAL benefit of regularly participating in team sports?
  - Ⓐ physical fitness
  - Ⓑ increased muscular strength
  - Ⓒ lower blood pressure
  - Ⓓ positive interaction with others
3. To help the environment, Mrs. Green always brings a canvas shopping bag to the store to carry her groceries. This is MOST likely an example of
  - Ⓐ recycling.
  - Ⓑ spending.
  - Ⓒ reusing.
  - Ⓓ selecting.
4. When working in a group, it is MOST important to
  - Ⓐ talk to others.
  - Ⓑ listen to others.
  - Ⓒ lead others.
  - Ⓓ cooperate with others.

## GRADE 4 – PRACTICAL LIVING AND VOCATIONAL STUDIES

### Item Information:

Question	First AE	First CC1	First CC2	Second AE	Second CC1	Second CC2	DoK	Answer Key
1	2.29	PL.04.1.1.02		2.29	PL.04.1.1.01		2	D
2	2.35	PL.04.2.2.01	PL.EP.2.2.01				1	D
3	2.30	PL.04.3.1.04					2	C
4	2.37	PL.04.4.2.02		2.29	PL.04.1.1.01		2	D

Key	
<b>First AE</b>	First Academic Expectation assigned to this item
<b>First CC1</b>	First Content Code assigned to this item for grade 04
<b>First CC2</b>	First Content Code assigned to this item for End of Primary
<b>Second AE</b>	Second Academic Expectation assigned to this item
<b>Second CC1</b>	Second Content Code assigned to this item for grade 04
<b>Second CC2</b>	Second Content Code assigned to this item for End of Primary
<b>DoK</b>	Depth of Knowledge level assigned to this item
<b>Answer Key</b>	Correct Answer Key for this item

In order to adequately cover the scope of the Core Content, an individual assessment item may address multiple Core Content statements. If an item addresses more than one statement, all content codes are identified—each assessment item may have up to two different content codes. The content codes are identified in the Item Information tables as First Content Code (First CC) and Second Content Code (Second CC). Grade 4 PL assesses content for both Grade 4 (04) and End of Primary (EP); when appropriate, content codes for both grade levels have been reported as CC1 and CC2. Please see Kentucky’s [Core Content for Assessment Version 4.1](#) for the specific content statements associated with each code.

For further information on Depth of Knowledge levels in the Kentucky Core Content Test, please see [Content Specific Core Content for Assessment DOK Support Materials](#).



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