

Imagine you and your family are going to an event at your school. Read "Family Computer Night." After reading the flier, answer the question as if you were going to describe the event to your family.

You Are Invited to Park School's FAMILY COMPUTER NIGHT



**Thursday, March 15
6–8 p.m.**

Students and their families are welcome to come and see the many ways computers are used in our school. Three computer fun centers will be available.

Each computer fun center will be presented three times. Each class will begin at 6:00, 6:30, and 7:00 p.m.

- **Art Room**—Mrs. West, the art teacher, will help you and your family make posters using the computer. First, she will take your pictures and save them to the computer. Then, you can type your names into the computer and any other fun facts using different colors and text sizes. Mrs. West will then print out the posters for each family as a souvenir.

- **Library—** Mr. Thorne, the librarian, will show your family how to use the electronic library. This online bookshelf has everything on it from Park School's library and more. The electronic library also has online books and articles from the shelves of other school libraries that share it. Thousands of books and articles can be read directly from the computer screen.

The online encyclopedia is on all library computers. Students use the online encyclopedia to help them finish schoolwork. Families will be amazed at how students have information right at their fingertips.

On Family Computer Night, name an animal or event and Mr. Thorne will find information about it. Mr. Thorne will show your family how convenient getting information has become.

- **Computer Room—**Ms. James, a social studies teacher, will show your family the new computer program students are using in class. Your family members will learn about the past when they work with the "Travel Back in Time" computer program. You can experience any day from 1850 to 1950!

You may try all three computer fun centers. Families will move to a new fun center every 30 minutes. This will give families a chance to try each activity.

Apple juice and oatmeal cookies will be served in the lunchroom from 7:30–8:00 p.m.

If you plan to attend, complete the form below. Return it to the office by Friday, March 9.

We will attend Family Computer Night.

Student's name: _____

Number of family members attending: _____

What can students do with the electronic library?

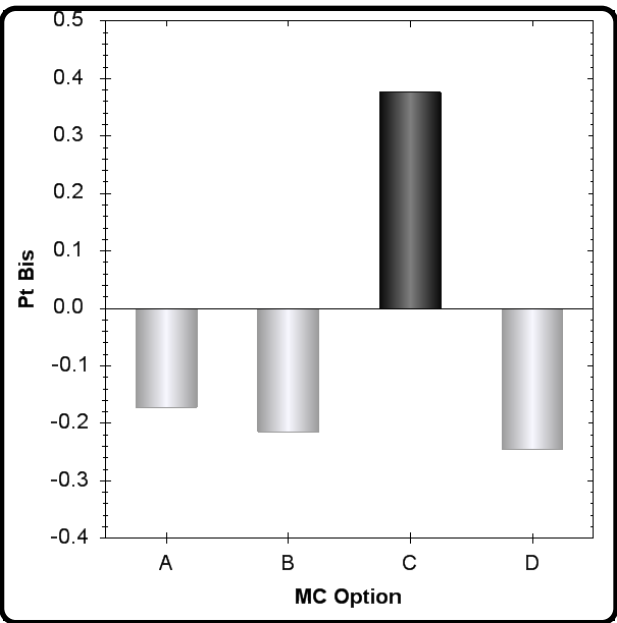
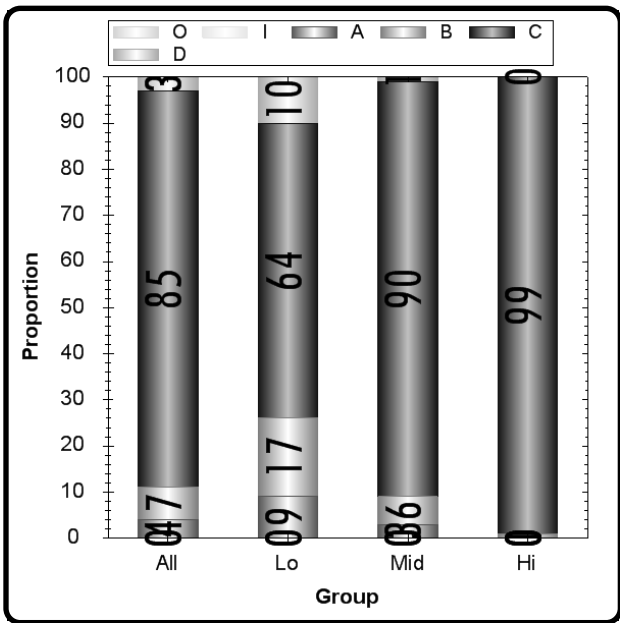
- A** View their class schedule
- B** Make colorful posters
- C** Find books and articles
- D** Communicate with others

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	C	802	0.854	0.376

Rasch Diff	Diff SE	Infit	Outfit
-1.930	0.108	0.950	0.850

	A	B	C	D	Omit	Invalid
All	4	7	85	3	0	0
Low Scorers	9	17	64	10	0	0
Middle Scorers	3	6	90	1	0	0
High Scorers	0	1	99	0	0	0

MC Item Option Discriminations			
A	B	C	D
-0.172	-0.215	0.376	-0.245



Notes:
Non SPED students may perform better on this item as compared to SPED students. (C)

3452561

Which activity will happen after the fun centers?

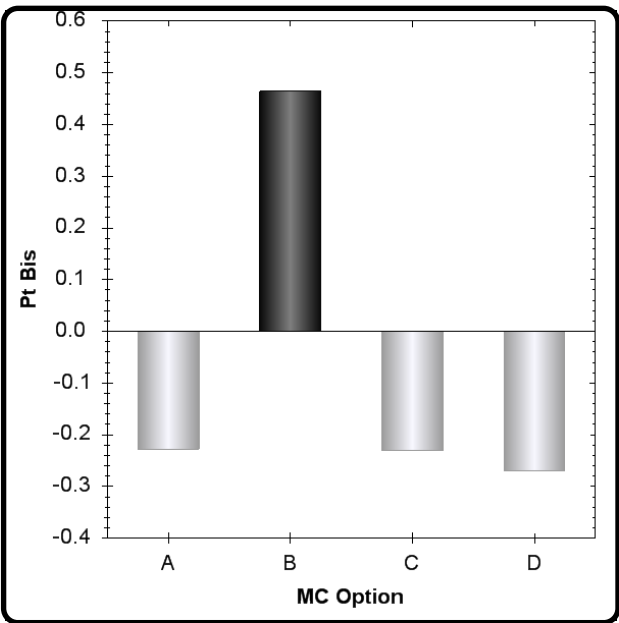
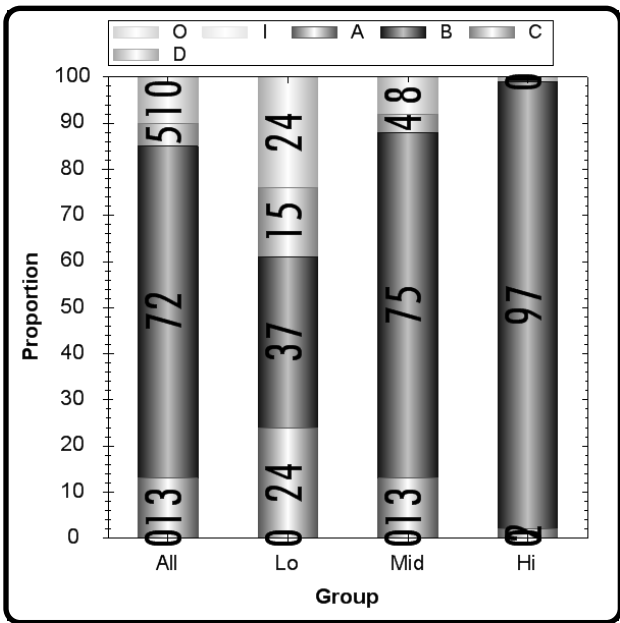
- A** Printing a poster
- B** Eating a snack
- C** Taking a picture
- D** Completing a form

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	B	708	0.718	0.464

Rasch Diff	Diff SE	Infit	Outfit
-1.015	0.091	0.880	0.800

	A	B	C	D	Omit	Invalid
All	13	72	5	10	0	0
Low Scorers	24	37	15	24	0	0
Middle Scorers	13	75	4	8	0	0
High Scorers	2	97	0	1	0	0

MC Item Option Discriminations			
A	B	C	D
-0.228	0.464	-0.230	-0.269



Notes:

Which information from the flier is most important for students to tell their parents or guardians?

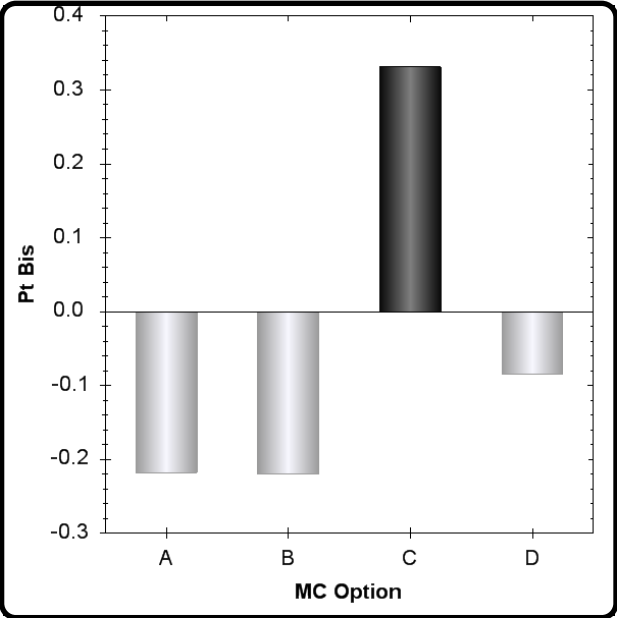
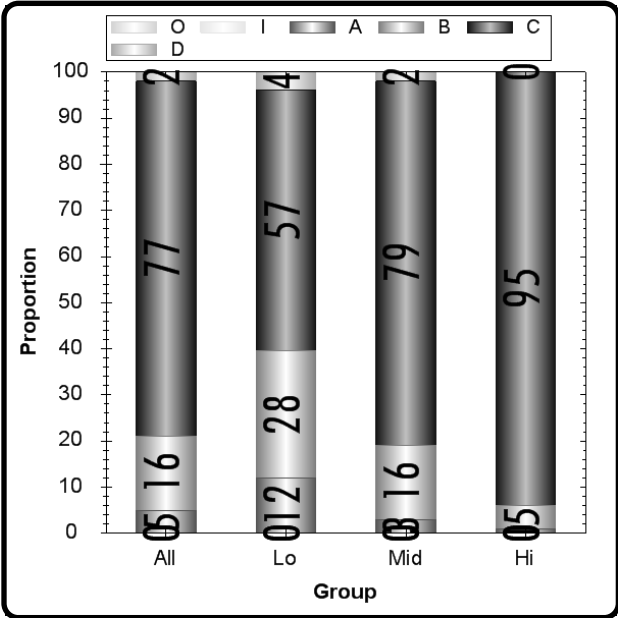
- A** The names of the teachers
- B** The three rooms to visit
- C** The date and time of the event
- D** The kinds of snacks to be served

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	C	802	0.768	0.331

Rasch Diff	Diff SE	Infit	Outfit
-1.256	0.091	1.020	1.000

	A	B	C	D	Omit	Invalid
All	5	16	77	2	0	0
Low Scorers	12	28	57	4	0	0
Middle Scorers	3	16	79	2	0	0
High Scorers	1	5	95	0	0	0

MC Item Option Discriminations			
A	B	C	D
-0.218	-0.220	0.331	-0.085



Notes:

Female students may perform better on this item as compared to Male students. (B)

Non SPED students may perform better on this item as compared to SPED students. (B)

What is the purpose of the form at the bottom of the flier?

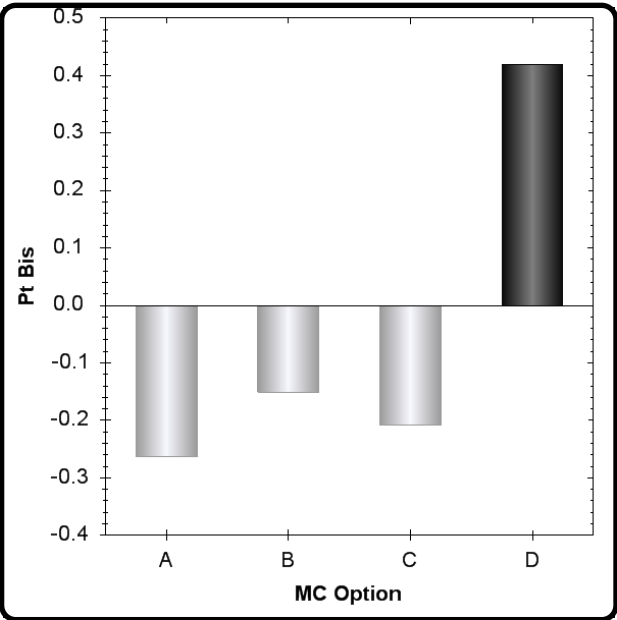
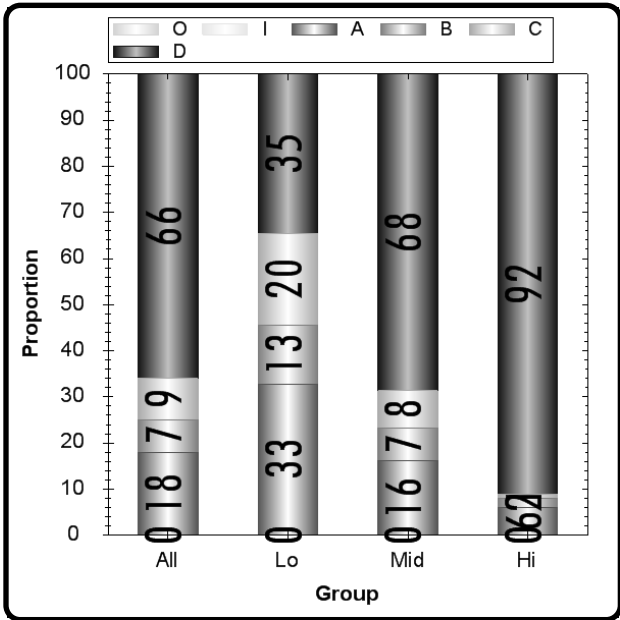
- A** To find out if students are good at using computers
- B** To see what people will want for a snack
- C** To see if teachers approve of the event
- D** To tell the people in the school office who will attend

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	D	708	0.664	0.420

Rasch Diff	Diff SE	Infit	Outfit
-0.706	0.087	0.980	0.920

	A	B	C	D	Omit	Invalid
All	18	7	9	66	0	0
Low Scorers	33	13	20	35	0	0
Middle Scorers	16	7	8	68	0	0
High Scorers	6	2	1	92	0	0

MC Item Option Discriminations			
A	B	C	D
-0.264	-0.151	-0.208	0.420



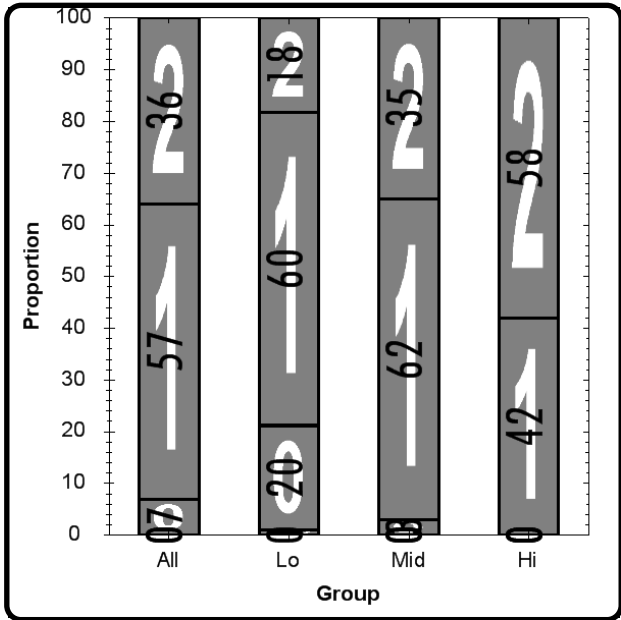
Notes:

Describe the activity that families will complete in the art room.

Type Short Answer	Max Points 2	N Count 799	Item Mean 1.288	Discrimination 0.337
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Rasch Diff -0.889	Diff SE 0.068	Infit 1.070	Outfit 1.070
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	0	1	2	Omit	Invalid
All	7	57	36	0	0
Low Scorers	20	60	18	0	1
Middle Scorers	3	62	35	0	0
High Scorers	0	42	58	0	0



Notes:
Female students may perform better on this item as compared to Male students. (C)

Grade 4

Skill: Functional Texts – Read to select and apply relevant information for a given task.

Context: These texts include reading materials such as directions, schedules, maps, table of contents, index, glossary, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Rubrics:

Score	Definition
2	Details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

- 2 Describe the activity that families will complete in the art room.

Mrs. West the art teacher will help families make posters using a computer. First she will take your pictures and save them on the computer. Then you can type your name into the computer using different colors and text sizes. Mrs. West will then print out each poster as a souvenir for all of your family members. It will be very very very fun.

Anchor 2

- 2 Describe the activity that families will complete in the art room.

The family people that are there, are doing posters. What they mean by printing posters, is, they have to take their pictures. Secondly, you put the pictures in the computer will save them. Thirdly, you have to type in your names. Then, you do a lot of fun stuff, like, colors, designs, and many other different things. Lastly, your poster is ready.

Anchor 2

- 2 Describe the activity that families will complete in the art room.

I the art room MRS. West will teach you to make a poster on the computer. You can put pictures on it and write your name and other fun facts using different colors, fonts, and sizes. Then you can take it home as a souvenir.

Anchor 2

- 2 Describe the activity that families will complete in the art room.

They are going to
make posters. By
using the computers.
When there done
they will save
it on the
computers.

Anchor 1

- 2 Describe the activity that families will complete in the art room.

Draw pictures on the
computer then print
them off and have
as souvenirs. then
draw on paper.

Anchor 1

2

Describe the activity that families will complete in the art room.

Mrs. West will get the camera ready while the family picks the poster on the computer.

Anchor 1

- 2 Describe the activity that families will complete in the art room.

You would look at
art history some
of the famous artists
like Vango and all
of the res of them
and makey some
of the cave man art.

Anchor 0

- 2 Describe the activity that families will complete in the art room.

I think they will complete the
fun activity at art, by making their
name out of clay.

Anchor 0

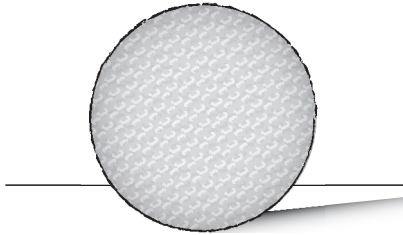
2 Describe the activity that families will complete in the art room.

they will do arts and
crafts.

Anchor 0

Imagine your class is studying the history of toys. Read "A Powerful Toy" as if you have been assigned to write a report about an ancient toy. After reading the article, answer the question as if you were preparing your report.

A Powerful Toy



- 1 Mayan and Aztec people, who lived in what is now Central America and Mexico, played a game known as "ulama" long ago. In this game the players used a heavy ball made of hard rubber and passed it to each other using their hips or their arms. Mayan and Aztec people used rubber balls for more than just playing a game. The discovery of rubber affected the Mayan and Aztec people in many ways.
- 2 When the Europeans came to the Americas in the 1500s, they had never seen rubber before. In Europe balls were made of leather and filled with straw. The balls must have landed with a thud! The Europeans were amazed, even a little frightened, when they first saw rubber balls. They wondered what caused the balls to bounce. Where did the rubber come from?
- 3 People living in Mexico and Central America discovered the recipe for rubber. First, they needed to start with latex. Latex is found in several kinds of trees that grow in warm climates. They learned that if they mixed the sticky latex from certain trees with the juice of morning glory vines, blobs of rubber would float to the top of the mixture. Without the liquid from the vines, however, the latex would become brittle when it dried and would break easily.

- 4 The Mayan, Aztec, and other groups living in the region made many items out of rubber. They made tools by attaching stones to sticks using rubber bands. They made soles for their sandals out of rubber. They also made little rubber figures for use as toys and others for use in ceremonies. Mostly, though, they made rubber balls for their games. Some games were like ulama. In other games, players hit a rubber ball with a stick.
- 5 The games played by these ancient people were more than just fun and exercise. The games were important to their way of life. Every village built a court for the ball games, and some villages had more than one court. They played most games for sport, but some games had other purposes. Certain games helped decide who would win an argument or who would own a piece of land. Other games were part of their religious practices.
- 6 Ulama is still played in a few towns in the mountains of Mexico. People might say that a simple toy, a rubber ball, helped hold ancient and powerful groups together for hundreds of years.

Which question does Paragraph 3 answer?

3413485

- A . How was rubber discovered?
- B . How is rubber made?
- C . How quickly does the rubber form?
- D . How is rubber used?

CID: 3413485		READING			Gr4		4.R.E.1		Max Pts: 1		Key: B		
FT06					Multiple Choice				A Powerful Toy				
N Cnt: 558					Mean: 0.715				Corr: 0.370				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	16	71	4	8	1	0	Favor						
Low	23	42	13	18	4	0	Flag						
Mid	20	69	2	9	0	0	N Ref						
High	4	94	2	0	0	0	N Foc						

Which of these would make the best new title for this article?

3413499

- A . "An Important Discovery"
- B . "Mountain Sports"
- C . "Useful Plants"
- D . "Ancient Recipes"

CID: 3413499		READING			Gr4		4.R.E.1		Max Pts: 1		Key: A		
FT06					Multiple Choice				A Powerful Toy				
N Cnt: 557					Mean: 0.643				Corr: 0.200				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	64	15	4	16	1	0	Favor						
Low	44	26	12	14	4	0	Flag						
Mid	64	13	2	20	0	0	N Ref						
High	76	12	2	10	0	0	N Foc						

What is most likely the reason Europeans first feared rubber balls?

3413484

- A . They were afraid of the round shape.
- B . They did not want to learn a new game.
- C . They did not want to be wrong.
- D . They were afraid of the unknown.

CID: 3413484		READING			Gr4		4.R.E.3		Max Pts: 1		Key: D		
FT06					Multiple Choice				A Powerful Toy				
N Cnt: 558					Mean: 0.772				Corr: 0.408				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	8	6	9	77	1	0	Favor	M					
Low	23	16	13	43	4	0	Flag	Mod					
Mid	6	5	10	79	0	0	N Ref	770					
High	1	1	4	95	0	0	N Foc	737					

Based on this article, which word best describes the Aztec and Mayan people?

3413493

- A . Bashful
- B . Generous
- C . Inventive
- D . Stubborn

CID: 3413493		READING			Gr4		4.R.E.3		Max Pts: 1		Key: C		
FT06					Multiple Choice				A Powerful Toy				
N Cnt: 558					Mean: 0.652				Corr: 0.367				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	6	22	65	6	1	0	Favor						
Low	15	29	36	15	4	0	Flag						
Mid	6	25	63	6	0	0	N Ref						
High	1	11	89	0	0	0	N Foc						

05Rint306S2557

3413501

Explain how games were important to the Mayan and Aztec people.

CID: 3413501		READING			Gr4		4.R.E.3			Max Pts: 2		
FT06				Open Ended				A Powerful Toy				
N Cnt: 546				Mean: 1.233				Corr: 0.479				
	0	1	2	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	20	35	42	3	0	Favor						
Low	46	38	5	1	0	Flag						
Mid	18	43	37	2	0	N Ref						
High	4	17	79	0	0	N Foc						

Grade 4

Skill: Expository Texts – Read to understand how the information in the text fits into broader topics and issues.

Context: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Rubrics:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader's position.
1	Main ideas from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

WYOMING INVALIDS

Blank (BL):

- A blank page is one that contains no writing or markings at all. Normally, it must be completely blank to be scored Blank, but there are other conditions where responses may be scored as Blank.
- A complete erasure - can tell by the presence of smudges that the student has written and then erased something, but unable to read any words or letters.
- An incomplete erasure - where words and/or parts of words are still readable, but it was obvious the student intended to erase the entire response.

Copy of Prompt (CP):

- The student's response consists only of a word-for-word repetition of the test item or prompt, or a substantial portion of it.
- A response that consists of a word-for-word repetition of portions of the text is not a Copy of the Prompt; it is a valid response and is fully scoreable.

Foreign Language (FL):

- If ALL of the response is in a foreign language, score it Foreign Language even if able to read and understand that language. (Not applicable for Spanish versions)
- If portions of a response are in a foreign language, disregard those portions and evaluate and score what is written in English.

Illegible (IL):

- Score a response as illegible only if all or a substantial portion of it is so illegible that the response cannot be read. Send it forward as a question if it is difficult to read—experienced team leaders and room directors are often able to read responses that appear at first to be illegible.
- A response is not considered to be illegible just because the student's handwriting is poor or sloppy.

Incomprehensible (IN):

- Able to read words and/or letters, but they make no sense. Note: Some students will write responses in which all or a substantial portion of the words are misspelled. Before assigning an invalid score of incomprehensible, attempt to decode the response. Students often write like they speak, so try to read it phonetically, and "hear" what the students are attempting to say.

Off-topic (OT):

- The response bears no relationship or connection whatsoever to the prompt, nor is it a response to another prompt in the grade level. A response that is irrelevant is not necessarily Off-Topic. An Off-Topic response is usually considered “blue sky”, and well removed from being merely irrelevant. Check with the team leader or room director if unsure.
- Responses such as “I don’t know”, “I wasn’t taught this”, “X” (a large X on the page), and “?” (a question mark).
- Any artwork such as pictures, doodles, etc.

Refusal (RF):

- Statements such as “I refuse to answer”, “No”, “I hate this test”, “I don’t care” are all considered to be Refusals.
- A student may write a Refusal, then go on to provide additional writing that is not a refusal. In this case, disregard the invalid Refusal portion; evaluate and score the remainder of the response. If any portion of a response is scoreable, then the entire response is fully scoreable. Check with the team leader or room director if unsure.

3 Explain how games were important to the Mayan and Aztec people.

Games were important to the Mayan and Aztec people. They had many games, like "ulama". They were important because the Mayan and Aztec people didn't just get exercise, but they built courts. They would use the courts for certain games that would decide who got a piece of land, or who would win an argument, but for religious practices too.

Anchor 2

3 Explain how games were important to the Mayan and Aztec people.

The games were important by deciding who won an argument or who would get a piece of land. Every village built a court for the games, some built more than one court. The games were also part of their religious practices.

Anchor 2

- 3 Explain how games were important to the Mayan and Aztec people.

The games were more than just fun and exercise, it was a part of their way of life. Every village built a court for the game *Maya*. Other games were a part of religious practices.

Anchor 2

3 Explain how games were important to the Mayan and Aztec people.

*The games were important to the Mayan
Aztec people because the games were part of
their religious practices.*

Anchor 1

- 3 Explain how games were important to the Mayan and Aztec people.

Games were important to the Mayan and Aztec people because the games were more than fun, it was exercise. I wrote this because it was true. I would want to get exercise to, to stay healthy.

Anchor 1

3 Explain how games were important to the Mayan and Aztec people.

They were important to the Mayan
and Aztec people it helped keep
powerful groups together for hundreds
of years.

Anchor 1

3 Explain how games were important to the Mayan and Aztec people.

Its ⁶ important because a game

Anchor 0

- 3 Explain how games were important to the Mayan and Aztec people.

I think because it was a new game that nobody had played before; The Europeans were friends.

Anchor 0

3 Explain how games were important to the Mayan and Aztec people.

They are really really important
to them.

Anchor 0