

**Missouri Assessment Program  
Spring 2006**

**Communication Arts**

**Scoring Guides for Released Items**

**Grade 4**

*Missouri Assessment Program*

*Operational Test 2006*  
*Scoring Guide*

**Grade 4**

Session: 1  
Item No.: 1  
Page No: 6  
Content Standard(s): 3  
Process Standard(s): 2.4  
GLE: R3C4

Item: 1

**What is the purpose of the article “The Dream That Grows”?**

- A. to encourage people to plant special Japanese cherry trees
- B. to compare Japanese and American ideas about cherry trees
- C. to explain how the Japanese cherry trees came to Washington, D.C.
- D. to describe how beautiful the flowering cherry trees are in Washington, D.C.

<b>Correct Response:</b> C. to explain how the Japanese cherry trees came to Washington, D.C.
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Session: 1  
Item No.: 2  
Page No: 6  
Content Standard(s): 3  
Process Standard(s): 3.5  
GLE: R3C4

**Item: 2**

Which of these is an opinion about the cherry trees described in the article “The Dream That Grows”?

- A. They have pink and white blossoms.
- B. They are the most beautiful trees in the world.
- C. People from all over the world come to see them.
- D. Thousands of them have been planted in Washington, D.C.

**Correct Response:** B. They are the most beautiful trees in the world.

Session: 1  
Item No.: 3  
Page No: 6  
Content Standard(s): 3  
Process Standard(s): 3.5  
GLE: R3C4

### Item 3

The article says that the cherry trees Eliza Scidmore and Mrs. Taft planted are “**not ordinary trees.**” What are two ways the trees are special? Use one detail from the article for each way the trees are special.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Scoring Guide

- 2 points The response includes TWO reasonable text-based ways, each with an appropriate text-based detail.
- 1 point The response includes ONE reasonable text-based way with an appropriate text-based detail OR ONE or BOTH ways are minimal or partial.
- 0 points other

**Note:** The detail may constitute the way.

#### Some examples of 2-point responses

*Any TWO of the following:*

- They produce flowers for only a few days each year.
- They do not produce cherries.
- They only live for 50 years.
- They were a present from Japan.
- They are very beautiful.
- The first two trees planted are still alive.
- The President’s wife/the Japanese Ambassador’s wife helped get them/plant them.
- Eliza Scidmore worked for years to get them planted.
- Thousands of them have been planted.
- Remind people of the friendship between U.S. and Japan.

Session: 1  
Item No.: 4  
Page No: 7  
Content Standard(s): 3  
Process Standard(s): 1.6  
GLE: R3B4

#### Item 4

Read this sentence from the article.

**“Eliza Scidmore was there, watching her dream take root in the ground.”**

What does **“watching her dream take root in the ground”** mean? Explain your answer, using information from the article.

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3 lines for writing

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#### Scoring Guide

- 2 points The response includes a reasonable text-based meaning and an appropriate text-based explanation.
- 1 point The response includes a reasonable text-based meaning OR an appropriate text-based explanation OR the response is minimal or partial.
- 0 points other

**Note:** If only an explanation is given, the meaning must be clear from the explanation given.

**Note:** The explanation may be embedded in the meaning, or the meaning embedded in the explanation.

#### Some examples of 2-point responses

- Her dream was coming true. She had the trees, and they were being planted in the ground.
- She wanted trees, and now she had them. They were being planted in the ground.
- Her dream was like the trees. When the trees were planted, her dream came true.
- The trees have roots and are being planted in the ground, so what she wanted/her dream of having the trees is really happening.
- It became reality/real when the trees were planted.

#### Some examples of 1-point responses

- The trees were being planted.
- Her dream came true.
- It became reality/real.

**Session: 1**  
**Item No.: 5**  
**Page No: 7**  
**Content Standard(s): 3**  
**Process Standard(s): 3.1**  
**GLE: R3C4**

### Item 5

Complete the chart to show some problems Eliza Scidmore and Mrs. Taft had in getting the cherry trees. How were the problems solved? Use information from the article.

**Problems in Getting the Cherry Trees**

Problem	Solution
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____

### Scoring Guide

- 2 points The response includes TWO appropriate text-based problems and TWO appropriate corresponding text-based solutions.
- 1 point The response includes ONE appropriate text-based problem and ONE appropriate corresponding text-based solution.
- 0 points other

**Note:** The solution may be embedded in the problem or the problem in the solution.

### Some examples of 2-point responses

Problem	Solution
<ul style="list-style-type: none"> <li>▪ Eliza could not get anyone to listen to her plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ She tried to raise some money herself.</li> </ul>
<ul style="list-style-type: none"> <li>▪ She couldn't get enough help.</li> </ul>	<ul style="list-style-type: none"> <li>▪ She asked people who had been to Japan and seen the trees to help./She wrote to Mrs. Taft.</li> </ul>
<ul style="list-style-type: none"> <li>▪ She couldn't raise much money.</li> </ul>	<ul style="list-style-type: none"> <li>▪ She decided to plant only 100 trees each year.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The trees got a disease.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Another batch was sent./New ones were planted.</li> </ul>

**Session: 1**  
**Item No.: 6**  
**Page No: 8**  
**Content Standard(s), Part A: 3**  
**Process Standard(s), Part A: 3.5**  
**GLE Part A: R3C4**  
**Content Standard(s), Part B: 4**  
**Process Standard(s), Part B: 2.1**  
**GLE Part B: W3E4**

### Item 6 A/B

Imagine a friend will be visiting Washington, D.C., in the springtime. Write a letter to your friend telling how the cherry trees got there and why he or she should go to see them. Use information from the article in your letter.

Be sure your letter has all the parts of a letter, tells all about the cherry trees, and makes sense to your friend.

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whole page of lines for writing

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### Scoring Guide

#### Part A (CA3, PS 3.5)

- 2 points The response is a reasonable text-based account and a reasonable text-based explanation.
- 1 point The response is a reasonable text-based account OR a reasonable text-based explanation OR is minimal or partial.
- 0 points other



**Part B (CS 4, PS 2.1)**

2 points The letter contains TWO components of letter writing format AND the letter has a controlling idea written from the appropriate point of view.

- heading (address and/or date)
- salutation/greeting
- indentation/appropriate paragraphing
- closing
- signature

1 point The letter contains TWO components of letter writing format OR the letter has a controlling idea written from the appropriate point of view.

0 points other

**An example of a 2-point response****Part A = 2****Part B = 2**

April 5, 2006

Dear Fred,

The cherry trees will be in bloom when you are there. A woman named Eliza Scidmore worked for a long time to get them to be planted. She had to get the President's wife to help her. Finally some Japanese people sent some trees. The President's wife actually helped plant them in the ground. Go see them. They are special, and they are beautiful.

Your friend,

Andi

**An example of a 1-point response****Part A = 1****Part B = 1**

Dear Fred,

Eliza Scidmore got Mrs. Taft to help her plant the cherry trees in Washington.