

Copyright 2020 by the North Carolina Department of Public Instruction. All rights reserved.
Public Schools of North Carolina
Department of Public Instruction | State Board of Education
Division of Accountability Services/North Carolina Testing Program

Sample Constructed Response Items

Grade 4 Reading



Dinos in the Dark

by Stephen Whitt

When you think of dinosaurs and where they lived, what do you picture? Do you see hot, steamy swamps, thick jungles, or sunny plains? Dinosaurs lived in those places, yes. But did you know that some dinosaurs lived in the cold and the darkness near the North and South Poles?

This surprised scientists, too. Paleontologists¹ used to believe that dinosaurs lived only in the warmest parts of the world. They thought that dinosaurs could only have lived in places where turtles, crocodiles, and snakes live today. Later, these dinosaur scientists began finding bones in surprising places.

One of those surprising fossil beds is a place called Dinosaur Cove, Australia. One hundred million years ago, Australia was connected to Antarctica. Both continents were located near the South Pole. Today, paleontologists dig dinosaur fossils out of the ground. They think about what those ancient bones must mean.

What was the climate like at Dinosaur Cove then? It was cold! The average temperature was probably around 30 degrees F. The weather would have been like the weather in southern Alaska. How could dinosaurs have lived in such cold temperatures?

And that's not all. Dinosaur Cove was located near the South Pole. This means that for several months each year, the sun never rose. Instead, Dinosaur Cove was plunged into a dark, cold winter night that didn't end until the spring or summer.

Go or Stay?

6

In other parts of the world, dinosaurs probably migrated away from the winter's darkness. But the animals at Dinosaur Cove lived on a peninsula of land. They were blocked to the north by a huge lake. To the south and east was the ocean. The only way out was to the west, but it was too far for most of the animals at Dinosaur Cove to migrate. So they couldn't travel each year when the long night came.

¹**paleontologists:** scientists who study fossils of animals that lived very long ago



To survive, these dinosaurs had to adapt.² How did they change over time? Imagine you are a dinosaur at Dinosaur Cove. If you happen to have larger eyes, you will have a better chance of surviving than will a dinosaur with small eyes because you can see in the dark. Your children will probably have big eyes, too. As time goes by, there will be more and more dinosaurs with bigger eyes.

Big eyes helped the dinosaurs see evergreen trees in the darkness. Since these trees didn't lose their needles in the winter, they were food for the plant-eating dinosaurs. Big eyes also helped the dinosaurs watch out for predators that would have hunted them.

Dino Blood?

Even with big eyes, though, the dinosaurs at Dinosaur Cove faced another problem—the cold. Turtles, snakes, and crocodiles are all reptiles. Almost all of them live in the warmer parts of the world, and for good reason. Their bodies don't produce their own heat, so they stay the same temperature as their surroundings. We say these animals are "cold-blooded," but their blood doesn't have to be cold. It's just as warm as the air or water around them.

If reptiles get too cold, they become sluggish and slow. Some paleontologists wonder if maybe dinosaurs were more like birds than reptiles. If dinosaurs were "warm-blooded" like birds, then they could have made their own heat. That would explain how dinosaurs might have survived through the cold, dark winters at Dinosaur Cove.

The Last Dinosaurs?

But that brings up another mystery. Most paleontologists think the dinosaurs died out because the world got very cold very quickly. Maybe a giant rock from space (an asteroid) slammed into Earth and threw up a cloud of dust. Or maybe ash from volcanoes blocked out the sun. Either way, the world became too cold for the dinosaurs to survive.

But what if some dinosaurs could survive cold polar winters? Could they also survive on a colder planet? What if the descendants³ of the animals at Dinosaur Cove survived the extinction?⁴ Could they have been the last dinosaurs on Earth?

²**adapt:** change

³**descendants:** children, and children of children

⁴**extinction:** the end of something

**SAMPLE CONSTRUCTED RESPONSE ITEMS
GRADE 4 READING**



The wonderful thing about science is that each new answer creates more questions. Maybe one day you will become a paleontologist and travel to the coldest parts of the world to search for the bones of Earth's last dinosaurs. Be sure to pack a sweater!

SAMPLE

"Dinos in the Dark" by Stephen Whitt from *Beyond Penguins and Polar Bears: Learning from the Polar Past*, April 2008. Copyright ©2008 Ohio State University. Used by permission.



Rubric:

- 2
 - Response correctly explains the meaning of the word presented in the item
 - Response provides an appropriate quote from the text as support
- 1
 - Response correctly explains the meaning of the word presented in the item
 - Response provides an inappropriate quote from the text or lacks a quote from the text
- 0
 - Response incorrectly explains the meaning of the word presented in the item
 - Response is unable to provide an appropriate quote for an incorrect answer

SAMPLE



Sample Student Response: Score point 2 (Correct answer and Correct support)

Correct answer—The student response should state (in their own words) that the word *migrated* means “moved” or “traveled.”

Correct support—The student response should use either quote:

- “The only way out was to the west, but it was too far for most of the animals at Dinosaur Cove to migrate.”
- “So they couldn’t travel each year when the long night came.”

EXAMPLE: The word *migrated* means traveled. One quote that supports this idea is “they couldn’t travel each year when the long night came.”

Sample Student Response: Score point 1 (Correct answer and No support)

Correct answer—The student response should state (in their own words) that the word *migrated* means “moved” or “traveled.”

No support—The student response uses an incorrect quote or does not include a quote from the text to support their answer.

EXAMPLE: The word *migrated* means moved away.

Sample Student Response: Score point 0 (Incorrect answer and Support does not matter)

Incorrect answer—The student response makes an incorrect statement about what the word *migrated* means in the text.

Irrelevant support—The student response is unable to support an incorrect answer (even if a correct quote is provided).

EXAMPLE: The word *migrated* means to look for something. A quote that shows this is “The only way out was to the west, but it was too far for most of the animals at Dinosaur Cove to migrate.”



This article was written in 2006.

What's It Like to Be a Chef?

November is one of my favorite times of the year. It seems that everyone spends a lot more time in the kitchen getting ready for Thanksgiving! Pumpkin pie, turkey, sweet potatoes—yum! Have you ever wondered what it's like to be a chef and to cook for lots and lots of people? Bill Justus is the Executive Chef at Hershey Lodge¹ in Hershey, Pennsylvania. He comes up with recipes to go on the menus of the resort's restaurants, and he loves to cook with chocolate. And not just desserts! At Hershey, the home of the famous Hershey chocolate bar, they use chocolate in all different types of recipes! I was lucky to meet with Chef Justus and get his story about what it's like to be a chef.

TRUMAN: What does it take to become a chef?

CHEF JUSTUS: First of all, it takes a little bit of schooling. Whether you go through an apprenticeship,² or there's a lot of really good culinary³ schools in the United States now. If you are in an area that is fortunate to have a good vocational technical school,⁴ that's a good way for you to get in and see if it's really something you'd like to pursue as a profession.

TRUMAN: When did you know that this was something you wanted to do for a living?

CHEF JUSTUS: Well, I'd always kind of kicked the idea around a little bit, helping my aunt and uncle who had some restaurants. Probably when I went into vocational school is when I really started taking it seriously as a profession. I went to vocational school during my junior and senior years of high school.

TRUMAN: Did you always like to help out in the kitchen when you were young?

CHEF JUSTUS: I always helped out somewhat. My mother is a really, really good cook, and she can make pretty much anything. My grandmother was a really good baker, and she liked to make candies. I have two brothers, so when my mom was at work, I would help her out a little bit in the kitchen.

¹**lodge:** a hotel

²**apprenticeship:** a training period when a person learns on the job

³**culinary:** concerning cooking

⁴**vocational technical school:** a school that trains people for a particular job



TRUMAN: What exactly do you do as an executive chef?

CHEF JUSTUS: As an executive chef, you have a lot of responsibilities, not only with cooking, but with scheduling, menu planning, organizing, hiring, training. Budgets and numbers, things of that nature. Not only is it being a good cook, but you also have to communicate with people—like we’re doing here today. With the Food Network and things like that, people are a little more aware of what’s going on and a little more educated about cooking.

TRUMAN: What is a typical day like?

CHEF JUSTUS: A typical day is coming in, going over financial reports from the previous day, meeting with your staff and going over menu development. We have menu tastings, too. The property is pretty big, so we have really big groups that come in. We have one coming up soon for 1,300 people. It’s a lot of planning—planning ahead. You have to figure out how much lettuce to order, how many vegetables to order, things of that nature. We try to use seasonal products on the menu and change them for spring, fall, and special holidays.

TRUMAN: So when do you actually cook?

CHEF JUSTUS: I cook as much as I can. I’m fortunate enough that when we do the specialty functions, I try to get a hand in that. A lot of times, my sous chefs—the assistants—they are the ones that are on the floor throughout the day supervising the line-level staff⁵ and making sure that everything is going according to plan.

TRUMAN: So, what’s the best part of your job?

CHEF JUSTUS: I think the creativity. It changes daily. Dealing with different groups and the diversity of what we do—one day you might be doing a basic box lunch, and the next day you’re doing a seven-course dinner. It changes—every day it’s something different. It’s exciting.

TRUMAN: What’s the worst part of your job?

CHEF JUSTUS: I don’t consider anything bad. I think the one thing people would have to realize is that the hours are different than most people have. You work the weekends, the holidays; it’s not a bad thing, just something you should be aware of. My first chef told me, “Always remember, when everybody is playing, you’re working.”

⁵**line-level staff:** beginning jobs



TRUMAN: I hear you do some interesting things with chocolate. What's your favorite kind of chocolate?

CHEF JUSTUS: My favorite is the Hershey Special Dark. They've also come out with some new products, the extra dark. I like the dark chocolates. We use the chocolates as much as we can. Not only for desserts, but we try to use it in the center-of-plate items. We use the Hershey cocoas, spice it up with different spices and seasonings and use it as a rub for meats, fish, and chicken. We try to use chocolate not only for dessert, but other applications. We do a chocolate-barbecued chicken wing that is pretty good.

TRUMAN: What's your favorite dessert?

CHEF JUSTUS: My favorite dessert—hmm, I like desserts! My favorite dessert is probably pumpkin pie.

TRUMAN: And what's your favorite meal?

CHEF JUSTUS: I like to make soups when I'm at home. I like a nice homemade soup or stew. I like the one-dish meals.

TRUMAN: What are you serving for Thanksgiving dinner at Hershey Lodge?

CHEF JUSTUS: We're going to have a wide variety of things, a little bit of an international flair this year. We'll be using local ingredients as well as recipes and items from around the world. We're calling it a world of thanks.

TRUMAN: What kind of advice would you give to kids who are interested in becoming a chef?

CHEF JUSTUS: Be open-minded. Study. Math, science, all the classes, take all that to heart and make sure to get a good education. The opportunities are wide open in the culinary and hospitality⁶ field. You can be adventurous and travel. Be open-minded.

TRUMAN: Thanks for talking to me! And these cookies are delicious—this really is the sweetest place on Earth!

⁶**hospitality:** concerning housing and entertaining visitors

"What's It Like to Be a Chef?" from *Kidsville News!*, November 2006. Copyright ©2006 by Merrigold Publishing Inc. All rights reserved. Used by permission.



Rubric:

- 2
 - Response correctly identifies the main idea of the text
 - Response includes an appropriate quote from the text as support
- 1
 - Response correctly identifies the main idea of the text
 - Response provides an inappropriate quote from the text or lacks a quote from the text
- 0
 - Response incorrectly identifies the main idea of the text
 - Response is unable to provide an appropriate quote for an incorrect answer

SAMPLE



Sample Student Response: Score point 2 (Correct answer and Correct support)

Correct answer—The student response should state (in their own words) that the main idea of the text is an executive chef needs many skills to be successful in this job.

Correct support—The student response should use either quote from the text:

-
- “As an executive chef, you have a lot of responsibilities, not only with cooking, but with scheduling, menu planning, organizing, hiring, training. Budgets and numbers.”
- “Not only is it being a good cook, but you also have to communicate with people.”

EXAMPLE: The main idea of this text is that an executive chef needs many skills to be successful. One quote that supports this idea is “As an executive chef, you have a lot of responsibilities, not only with cooking, but with scheduling, menu planning, organizing, hiring, training. Budgets and numbers.”

Sample Student Response: Score point 1 (Correct answer and No support)

Correct answer— The student response should state (in their own words) that the main idea of the text is an executive chef needs many skills to be successful in this job.

No support—The student response uses an incorrect quote or does not include a quote from the text to support their answer.

EXAMPLE: The main idea of the text is an executive chef needs to be able to handle many tasks.



Sample Student Response: Score point 0 (Incorrect answer and Support does not matter)

Incorrect answer—The student response makes an incorrect statement about the main idea of the text.

Irrelevant support—The student response is unable to support an incorrect answer (even if a correct quote is provided).

EXAMPLE: The main idea of the text is that executive chefs get to be in cooking shows on TV. A supporting quote is “Not only is it being a good cook, but you also have to communicate with people.”

SAMPLE