

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 5 Reading**



## **Antonio Canova**

***by James Baldwin***

A good many years ago, there lived in Italy a little boy whose name was Antonio Canova. He lived with his grandfather. . . . His grandfather was a stonemason, and he was very poor.

Antonio was a puny lad and not strong enough to work. He did not care to play with the other boys of the town. But he liked to go with his grandfather to the stoneyard. While the old man was busy, cutting and trimming the great blocks of stone, the lad would play among the chips. Sometimes he would make a little statue of soft clay; sometimes he would take hammer and chisel and try to cut a statue from a piece of rock. He showed so much skill that his grandfather was delighted.

"The boy will be a sculptor someday," he said.

Then when they went home in the evening, the grandmother would say, "What have you been doing today, my little sculptor?"

And she would take him upon her lap and sing to him or tell him stories that filled his mind with pictures of wonderful and beautiful things. And the next day, when he went back to the stoneyard, he would try to make some of those pictures in stone or clay.

There lived in the same town a rich man who was called the Count. Sometimes the Count would have a grand dinner, and his rich friends from other towns would come to visit him. Then Antonio's grandfather would go up to the Count's house to help with the work in the kitchen, for he was a fine cook as well as a good stonemason.

It happened one day that Antonio went with his grandfather to the Count's great house. Some people from the city were coming, and there was to be a grand feast. The boy could not cook, and he was not old enough to wait on the table; but he could wash the pans and kettles, and as he was smart and quick, he could help in many other ways.

All went well until it was time to spread the table for dinner. Then there was a crash in the dining room, and a man rushed into the kitchen with some pieces of marble in his hands. He was pale, and trembling with fright.

"What shall I do? What shall I do?" he cried. "I have broken the statue that was to stand at the center of the table. I cannot make the table look pretty without the statue. What will the Count say?"

**SAMPLE CONSTRUCTED RESPONSE ITEMS  
GRADE 5 READING**



And now all the other servants were in trouble. Was the dinner to be a failure after all? For everything depended on having the table nicely arranged. The Count would be very angry.

"Ah, what shall we do?" they all asked.

Then little Antonio Canova left his pans and kettles and went up to the man who had caused the trouble.

"If you had another statue, could you arrange the table?" he asked.

"Certainly," said the man, "that is, if the statue were of the right length and height."

"Will you let me try to make one?" asked Antonio. "Perhaps I can make something that will do."

The man laughed.

"Nonsense!" he cried. "Who are you, that you talk of making statues on an hour's notice?"

"I am Antonio Canova," said the lad.

"Let the boy try what he can do," said the servants, who knew him.

And so, since nothing else could be done, the man allowed him to try.

On the kitchen table there was a large square lump of yellow butter. Two hundred pounds the lump weighed, and it had just come in, fresh and clean, from the dairy on the mountain. With a kitchen knife in his hand, Antonio began to cut and carve this butter. In a few minutes, he had molded it into the shape of a crouching lion; and all the servants crowded around to see it.

"How beautiful!" they cried. "It is a great deal prettier than the statue that was broken."

When it was finished, the man carried it to its place.

"The table will be handsomer by half than I ever hoped to make it," he said.

When the Count and his friends came in to dinner, the first thing they saw was the yellow lion.

**SAMPLE CONSTRUCTED RESPONSE ITEMS  
GRADE 5 READING**



"What a beautiful work of art!" they cried. "None but a very great artist could ever carve such a figure; and how odd that he should choose to make it of butter!" And then they asked the Count to tell them the name of the artist.

"Truly, my friends," he said, "this is as much of a surprise to me as to you." And then he called to his head servant and asked him where he had found so wonderful a statue.

"It was carved only an hour ago by a little boy in the kitchen," said the servant.

This made the Count's friends wonder still more; and the Count bade the servant call the boy into the room.

"My lad," he said, "you have done a piece of work of which the greatest artists would be proud. What is your name, and who is your teacher?"

"My name is Antonio Canova," said the boy, "and I have had no teacher but my grandfather the stonecutter."

**32**

By this time, all the guests had crowded around Antonio. There were famous artists among them, and they knew that the lad was a genius. They could not say enough in praise of his work; and when at last they sat down at the table, nothing would please them but that Antonio should have a seat with them; and the dinner was made a feast in his honor.

The very next day, the Count sent for Antonio to come and live with him. The best artists in the land were employed to teach him the art in which he had shown so much skill; but now, instead of carving butter, he chiseled marble. In a few years, Antonio Canova became known as one of the greatest sculptors in the world.

**SAMPLE CONSTRUCTED RESPONSE ITEMS  
GRADE 5 READING**



**Grade 5:** Antonio Canova

**Standard:** RL.5.4

**Depth of Knowledge (DOK):** Strategic Thinking

**Achievement Level Descriptor (ALD):** 4

**CR Item:** The sentence below is from paragraph 32. Explain how the narrator's use of the word *genius* instead of *artist* to describe Antonio contributes to the meaning of the selection. Use another quote from the selection to support your answer.

"There were famous artists among them, and they knew that the lad was a genius."

**SAMPLE**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 5 READING



### Rubric:

- |   |  |
|---|--|
| 2 | <ul style="list-style-type: none"><li>• Response correctly explains how the narrator’s word choice in the sentence from paragraph 32 contributes to the meaning of the selection</li><li>• Response provides an appropriate quote from the selection as support</li></ul>                            |
| 1 | <ul style="list-style-type: none"><li>• Response correctly explains how the narrator’s word choice in the sentence from paragraph 32 contributes to the meaning of the selection</li><li>• Response provides an inappropriate quote from the selection or lacks a quote from the selection</li></ul> |
| 0 | <ul style="list-style-type: none"><li>• Response incorrectly explains how the narrator’s word choice in the sentence from paragraph 32 contributes to the meaning of the selection</li><li>• Response is unable to provide an appropriate quote for an incorrect answer</li></ul>                    |

### 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 *genius* instead of *artist* shows Antonio Canova has exceptional talent beyond the ordinary. The selection describes how his skills are on a level that is above other artists.

*Correct support*— The student response can use many quotes from the selection. Any quote that references Antonio’s talents in carving will work (most quotes found in paragraphs 21-33):

- In a few minutes, he had molded it into the shape of a crouching lion; and all the servants crowded around to see it.
- “How beautiful!” they cried. “It is a great deal prettier than the statue that was broken.”
- “The table will be handsomer by half than I ever hoped to make it,” he said.
- “What a beautiful work of art!” they cried. “None but a very great artist could ever carve such a figure; and how odd that he should choose to make it of butter!” And then they asked the Count to tell them the name of the artist.
- And then he called to his head servant and asked him where he had found so wonderful a statue.
- “My lad,” he said, “you have done a piece of work of which the greatest artists would be proud.

## SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 5 READING



- They could not say enough in praise of his work; and when at last they sat down at the table, nothing would please them but that Antonio should have a seat with them; and the dinner was made a feast in his honor.
- In a few years, Antonio Canova became known as one of the greatest sculptors in the world.

EXAMPLE: The narrator uses the word *genius* in paragraph 32 to show Antonio Canova is more talented than other artists in the selection. A quote that shows this is “In a few years, Antonio Canova became known as one of the greatest sculptors in the world.”

### **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 *genius* instead of *artist* shows Antonio Canova has exceptional talent beyond the ordinary. The selection describes how his skills are on a level that is above other artists.

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

EXAMPLE: The word *genius* is used in the selection to describe how Antonio Canova has great skill in art at a young age.

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

*Incorrect answer*—The student response makes an incorrect statement about using the word *genius* instead of *artist* to describe Antonio Canova.

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

EXAMPLE: The word *genius* means that Antonio Canova made good grades in school. A quote that shows this is “They could not say enough in praise of his work.”



## **White House Facts**

For two hundred years, the White House has stood as a symbol of the presidency, the United States government, and the American people. Its history, and the history of the nation's capital, began when President George Washington signed an Act of Congress in December of 1790 declaring that the federal government would reside in a district "not exceeding ten miles square . . . on the river Potomac." President Washington, together with city planner Pierre L'Enfant, chose the site for the new residence, which is now 1600 Pennsylvania Avenue. As preparations began for the new federal city, a competition was held to find a builder of the "President's House." Nine proposals were submitted, and Irish-born architect James Hoban won a gold medal for his practical and handsome design.

Construction began when the first cornerstone was laid in October of 1792. Although President Washington oversaw the construction of the house, he never lived in it. It was not until 1800, when the White House was nearly completed, that its first residents, President John Adams and his wife, Abigail, moved in. Since that time, each president has made his own changes and additions. The White House is, after all, the president's private home. It is also the only private residence of a head of state that is open to the public, free of charge.

**3**

The White House has a unique and fascinating history. It survived a fire at the hands of the British in 1814 (during the War of 1812) and another fire in the West Wing in 1929, while Herbert Hoover was president. Throughout much of Harry S. Truman's presidency, the interior of the house, with the exception of the third floor, was completely gutted and renovated while the Trumans lived at Blair House, right across Pennsylvania Avenue. Nonetheless, the exterior stone walls are those first put in place when the White House was constructed two centuries ago.

Presidents can express their individual styles in how they decorate some parts of the house and in how they receive the public during their stay. Thomas Jefferson held the first inaugural open house in 1805. Many of those who attended the swearing-in ceremony at the U.S. Capitol simply followed him home, where he greeted them in the Blue Room. President Jefferson also opened the house for public tours, and it has remained open, except during wartime, ever since. In addition, he welcomed visitors to annual receptions on New Year's Day and on the Fourth of July. In 1829, a horde of 20,000 inaugural callers forced President Andrew Jackson to flee to the safety of a hotel while, on the lawn, aides filled washtubs with [beverages] to lure the mob out of the mud-tracked White House.

**SAMPLE CONSTRUCTED RESPONSE ITEMS  
GRADE 5 READING**



After Abraham Lincoln's presidency, inaugural crowds became far too large for the White House to accommodate them comfortably. However, not until Grover Cleveland's first presidency did this unsafe practice change. He held a presidential review of the troops from a flag-draped grandstand built in front of the White House. This procession evolved into the official Inaugural Parade we know today. Receptions on New Year's Day and the Fourth of July continued to be held until the early 1930s.

**SAMPLE**

"White House Facts" courtesy of georgebush-whitehouse.archives.gov.

## **SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 5 READING**



## **Grade 5:** White House Facts

## **Standard:** RI.5.1

## **Depth of Knowledge (DOK): Strategic Thinking**

**Achievement Level Descriptor (ALD): 5**

**CR Item:** Make an inference from the information in paragraph 3. Use one example from the text to support your answer.

## SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 5 READING



### Rubric:

- 2
  - Response makes a correct inference from paragraph 3
  - Response provides an appropriate example from the text to support the inference
- 1
  - Response makes a correct inference from paragraph 3
  - Response provides an inappropriate example from the text or lacks an example to support the inference
- 0
  - Response makes an incorrect inference from paragraph 3
  - Response is unable to provide an appropriate example for an incorrect answer

### Answers:

Possible correct inferences:

1. The White House has seen many different styles over time.
2. The White House's interior has been changed over time, but the exterior has been the same through every president.

Plausible text examples for the first inference: *The White House has seen many different styles over time.*

- Fires have necessitated many renovations.
- Harry Truman rebuilt the entire inside.

Plausible text examples for the second inference: *The White House's interior has been changed over time but the exterior has been the same through every president.*

- Fires have necessitated many renovations.
- The exterior walls have not changed since the original construction.

## SAMPLE CONSTRUCTED RESPONSE ITEMS GRADE 5 READING



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

*Correct answer*—The student response should state (in their own words) a correct inference from paragraph 3 (see Answers list).

*Correct support*—The student response should use an appropriate example from the text to support the inference (see Answers list).

Example: Paragraph 3 describes how the White House has been decorated differently by many presidents over the years. An example was when the White House was completely gutted inside when President Truman was in office.

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

*Correct answer*—The student response should state (in their own words) a correct inference from paragraph 3 (see Answers list).

*No support*—The student response uses an inappropriate example from the text (not shown on Answers list) or lacks an example to support the inference.

Example: I can infer from paragraph 3 that the White House has had a couple of fires that caused major damage.

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

*Incorrect answer*—The student response states an incorrect inference from paragraph 3 (not shown on Answers list).

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

Example: The White House was in bad shape, but it was completely rebuilt on the outside and inside after fires destroyed it.