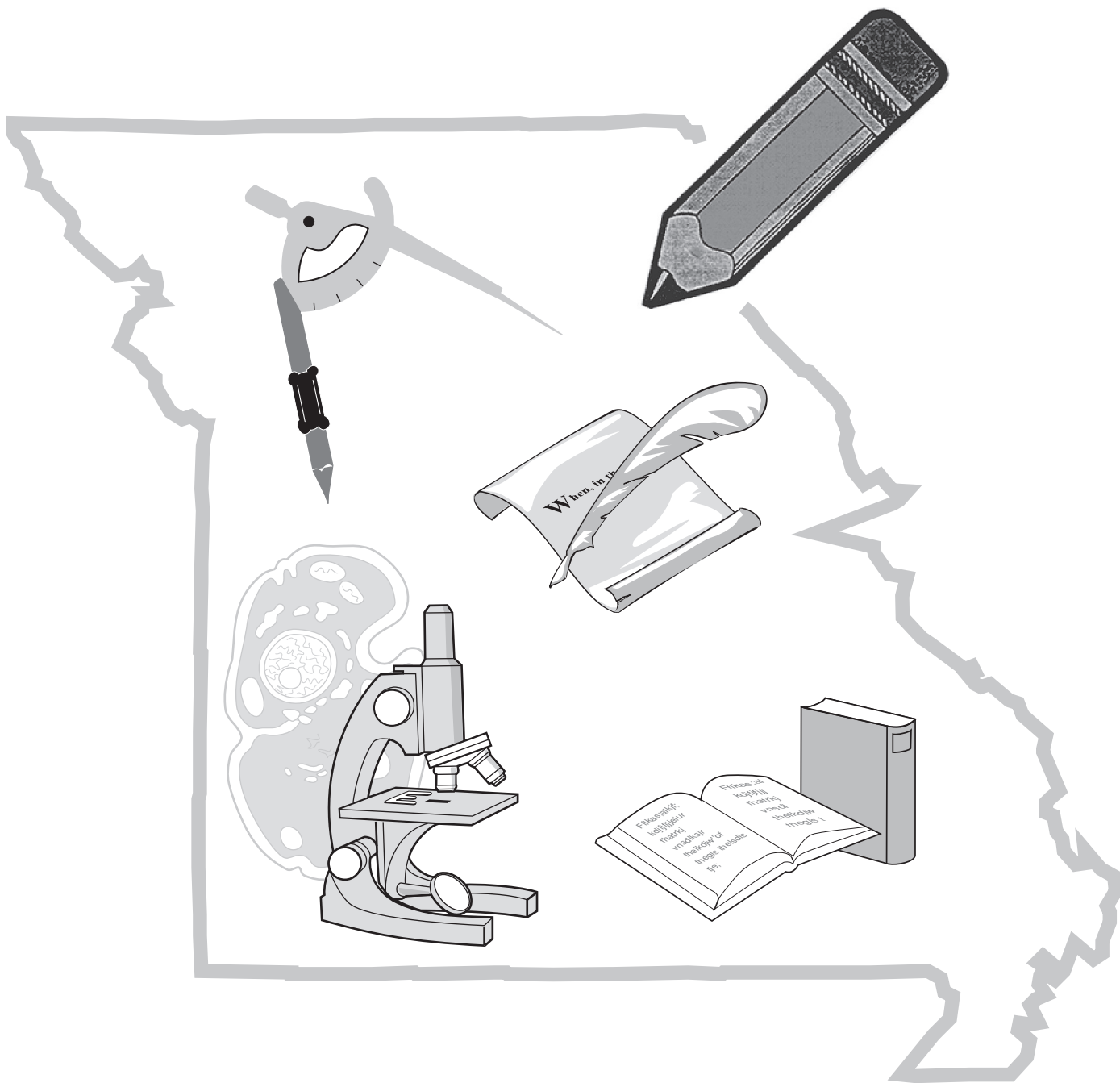


Name: _____

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Missouri Assessment Program

Practice Form Grade 4 English Language Arts



2017–2018

Missouri Department of Elementary
and Secondary Education

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Please use ONLY a Number 2 pencil for this session.

Session 1

English Language Arts

Directions

Now you will be taking the English Language Arts Practice Form. This test has four sessions that contain different types of questions. Today you will take Session 1. This session includes questions based on passages. Be sure to read each passage. Some questions will have answer choices that begin with letters. Circle the letter of each correct answer. Other questions will ask you to write or circle your answers. One question will require you to respond to a writing prompt. First, read the prompt to understand the task. Then, plan and draft your essay. Finally, write the final draft of your essay. Read each question carefully and follow the directions. Mark all your answers in your test booklet.

Go On ▶

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Cowboy from Head to Toe

by Kathleen Nyquist

Many people today wear western clothes because they like the style. Cowboys and cowgirls choose clothes for their usefulness.

In the late 1800s, many cowboys lived outdoors. They carried all of their supplies on a horse. They needed useful, durable clothes for life in the wilderness.

A cowboy used his hat, or “Stetson,” for many things. (John B. Stetson invented the felt cowboy hat.) A cowboy’s hat kept rain from his neck and sun from his face. Oats for horses could be put inside. Hats could hold water for drinking or putting out fires. A cowboy could wave his hat as a signal.

People could tell by a cowboy’s hat where he came from. Men from rainy areas wore hats with a deep crease in the crown. The crease let water drain off easily. In windy areas cowboys wore hats with a low crown. They were less likely to get blown off by the wind. Cowboys from sunny places needed hats with wide brims for shade.

Bandannas came in handy, too. Since most shirts were collarless, cowboys used bandannas to help protect their necks from sunburn. They often wore bandannas over their mouths to avoid eating dust kicked up by cattle. If someone broke an arm, the bandanna became a sling until a doctor came. Bandannas were also used as ties when cowboys wanted to dress up.

Cowboys often wore wool shirts. Wool absorbed a cowboy’s sweat on a hot day. It kept him warm on a cold night. Some cowboys wore shirts made from the skins of deer. Like the fancy western clothes of today, buckskin shirts often had fringe on them.

Fringe was first used by Native Americans. Cowboys learned that rainwater slipped off the thin strips. This kept clothes from getting soaked. Cowboys could also cut off the long leather fringe to fix fences or whatever needed tying.

Cowboys often wore vests over their shirts. Vests kept out cold winds, and cowboys could move easily in them. Also, vests had pockets. (Most shirts didn’t.) Cowboys needed vest pockets to carry matches, gold nuggets, and notebooks for recording cattle brands.

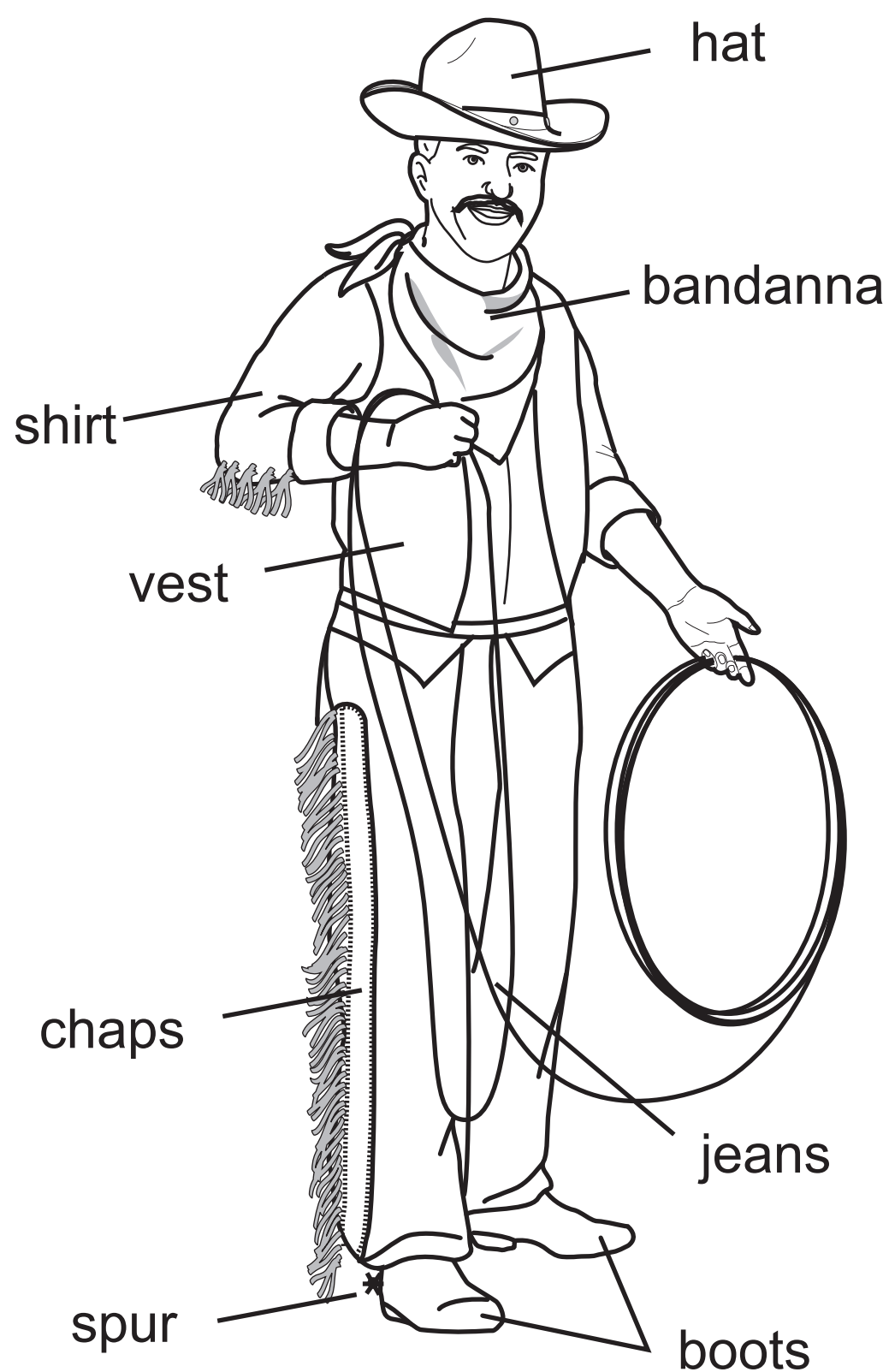
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Shirts were tucked into heavy-duty pants, such as Levi's jeans. (These were invented by Levi Strauss in the mid-1800s.) A cowboy could ride many rough trails before his jeans wore out.

Mexican cowboys, called vaqueros, gave American cowboys the idea of wearing chaps. These large pieces of leather protected legs from thorns, wire fences, and kicking cattle.

Of course, a cowboy wouldn't be complete without boots. These were useful, too. The pointed toes made it easy for a cowboy to slip his feet into stirrups. The raised heels kept his feet from slipping out. When roping cattle on foot, a cowboy dug his big boot heels into the dirt to keep from falling. Spiked wheels, called spurs, were usually filed until blunt, then attached to boot heels. They were used to give signals to the horse.

Cowboys and cowgirls today wear many of the same types of clothes as cowboys of the late 1800s. Fashions change, but useful work clothes never go out of style.



Warm Your Toes with a Hat

by Joyce Michel

Do your parents or teachers ever remind you to wear a hat? Have courage. You're not alone. For generations, grown-ups have urged kids to put on a hat before going outdoors in cold weather.

But why cover your head when you feel toasty warm inside a coat?

A coat does trap some of the heat that your body creates. But a lot of that heat goes to your head in the large amounts of blood your brain requires to do its work. Wearing a hat traps that heat.

Go On ▶

It makes sense to wear a hat outdoors during cold weather. But what about wearing a hat to bed? At one time that was a good idea, too. Long before gas or electric heaters were invented, people heated their homes with fireplaces. Because fires could not be left burning unattended, homes were not heated at night. Rooms grew so cold that people could see their own breath.

In such bone-chilling rooms, cold feet made sleeping difficult. Some families wrapped a heated brick in soft cloth and placed it between the covers near the foot of each bed. Other families moved a long-handled warming pan between the covers. This flat, round, lidded pan contained hot coals that warmed the bed. Still, a person's head stuck out above the covers. And that could get chilly!

Wearing a nightcap kept body heat from escaping and helped warm not only the bed but also the people in it, including their ten cold toes.

Ways to stay warm inside a home have changed greatly through the years. However, staying warm outdoors in the cold remains much the same: Put on your coat and wear a hat—to warm your toes.

1 Read the sentence from "Cowboy from Head to Toe."

Wool absorbed a cowboy's sweat on a hot day.

What is the meaning of absorbed?

- A. soaked up
- B. turned away
- C. created more
- D. protected from

2

In “**Cowboy from Head to Toe**,” the author explains why cowboys wore certain clothing. Read the features in the chart and the details in the Answer Bank. Write the correct detail about the purpose of the clothing in the box next to the feature it **best** describes. Write **one** detail in each box. Some details will **not** be used.

Feature	Purpose
hat	
fringe	
vest	
spurs	

Answer Bank

- protected the legs of the cowboy
- helped to keep the cowboy warm
- provided protection from the sun
- to give directions to a horse
- prevented clothes from getting soaked
- became a sling if the cowboy was hurt

Go On ▶

3

Based on the information in “**Warm Your Toes with a Hat**,” why do you lose a large amount of heat through your head?

- A.** because of the air you are breathing out
- B.** because of the methods used to heat the house
- C.** because of heat getting trapped under your coat
- D.** because of the amount of blood that travels to your brain

4

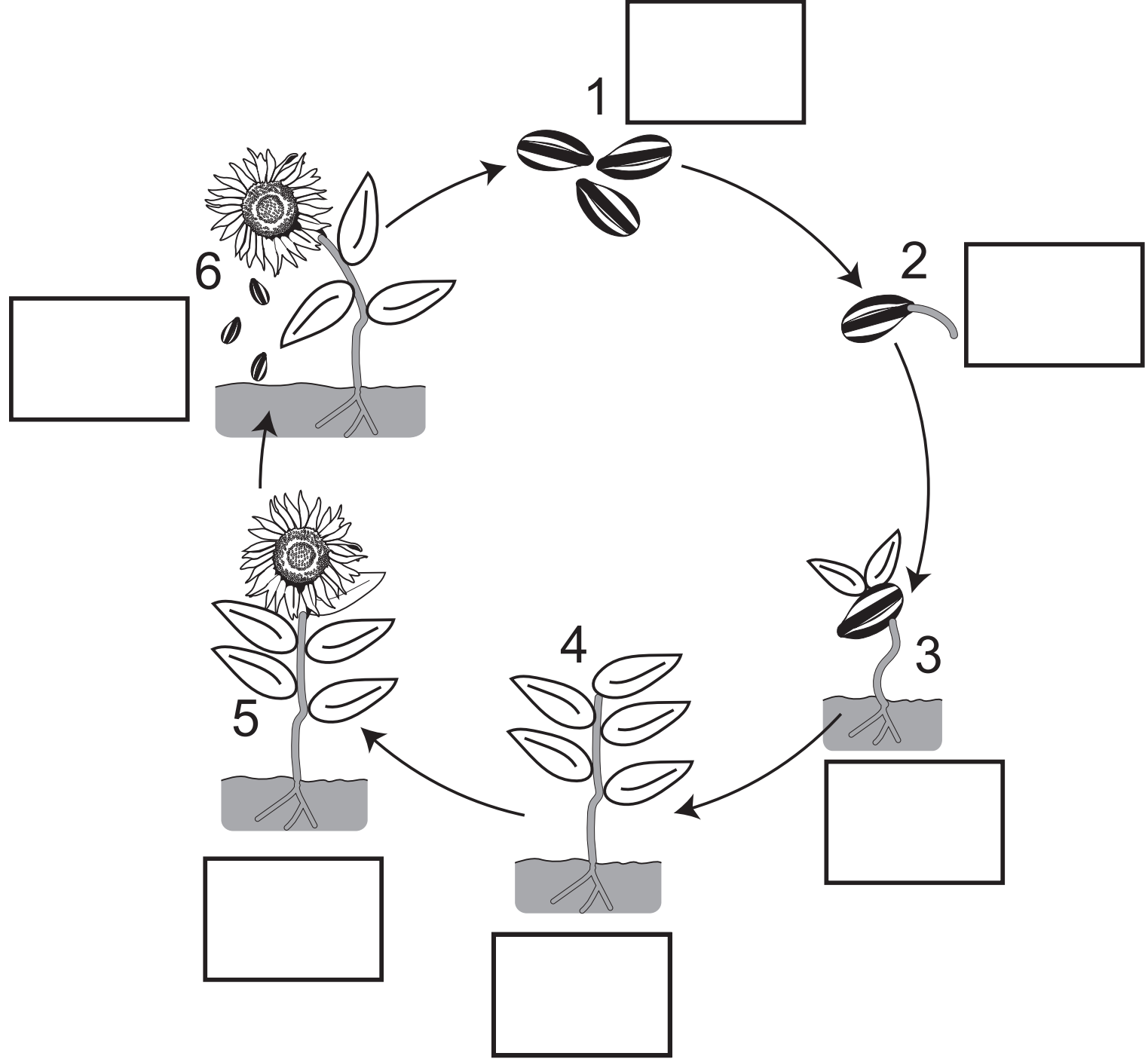
How are the ideas in “**Cowboy from Head to Toe**” and “**Warm Your Toes with a Hat**” related? **Choose two answers.**

- A.** They explain why people wear certain types of clothing.
- B.** They give opinions about which style of clothing is best.
- C.** They introduce the history of different types of clothing.
- D.** They encourage the reader to wear clothing that is in style.
- E.** They describe clothing that is worn when doing a specific job.

3

A student is taking notes for a research report about sunflowers. The student has found a diagram that illustrates the life cycle of a sunflower.

Life Cycle of a Flower



Read the descriptions. Write the letters A–F in the boxes to match each description with the correct picture.

- A. The plant grows many leaves.
- B. Plants begin as seeds.
- C. Seeds from the flower fall to ground.
- D. The seed begins to grow.
- E. The seed pushes its way through soil.
- F. The fully grown plant produces a flower.

4 A student is writing a research report about ways some organizations are helping cheetahs to survive. Which research question would provide the **most** useful information?

- A.** How many cheetahs are left in the world?
- B.** What is being done by others to protect cheetahs?
- C.** How do cheetahs protect themselves from danger?
- D.** What has caused the population of cheetahs to go down?

5 A student is writing a report about the parts of mountain bikes. Read the paragraph headings from a source.

Which paragraphs **most likely** have information for the report? **Choose two answers.**

- A.** Building a Mountain Bike
- B.** Features of a Mountain Bike
- C.** Being Safe on a Mountain Bike
- D.** Top Two Mountain Bikes of the Year
- E.** Choosing the Best Mountain Bike Trails

6 Read the sentences. Circle the word that correctly completes the last sentence.

Barry was disappointed. He wanted to play baseball, but all his friends were busy. Because he did not want to waste the beautiful summer day, (I / he / they) decided to go swimming instead.

Go On ►

7

A student is writing a science report for her teacher. Read the paragraph from the student's report.

Where is the hottest place on Earth? The answer is not so simple. The hottest places can change from year to year. The temperature at Death Valley, California, was a roasting 134 degrees Fahrenheit on July 10, 1913. That's too hot for me! Scientists can use satellites to measure temperatures in hard-to-reach places. In 2005, a satellite over the Lut Desert in Iran recorded the unbelievable temperature of 159.3 degrees! Some of the other hottest places are in Australia and China.

Which sentence is the **least** appropriate for the audience and purpose of the paragraph?

- A.** The answer is not so simple.
- B.** The temperature at Death Valley, California, was a roasting 134 degrees Fahrenheit on July 10, 1913.
- C.** That's too hot for me!
- D.** In 2005, a satellite over the Lut Desert in Iran recorded the unbelievable temperature of 159.3 degrees!

8

Read the sentence.

Monday is Labor Day so students will not be in school.

Where should a comma be placed to correct the sentence?

- A.** after Monday
- B.** after Day
- C.** after so
- D.** after students

9

Read a student's paragraph about orangutans.

_____ These giant apes live in trees most of the time, and they can move from branch to branch easily. They swing through the trees using their long arms, long fingers, and toes. Some male orangutans have an arm span of about 7.5 feet. Their hands and feet are like human hands and feet because they have an opposable thumb and a big toe for grasping objects.

What is the **best** topic sentence for the paragraph?

- A.** Orangutans have special features to help them survive.
- B.** Orangutans prefer the forests on the island of Borneo.
- C.** Orangutans are similar to humans in many ways.
- D.** Orangutans live in Southeast Asia.

STOP 

STOP 

STOP 

ATTENTION!

**Do NOT go on
until you are
told to do so.**



Please use ONLY a Number 2 pencil for this session.

Session 4

English Language Arts

Directions

Now you will be taking Session 4 of the English Language Arts Practice Form. This session includes different types of questions based on presentations. Some questions will have answer choices that begin with letters. Circle the letter of each correct answer. Other questions will ask you to write or circle your answers. Read each question carefully and follow the directions. Mark all your answers in your test booklet.

Go On ▶

**DO NOT
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PAGE.**

Listen to the presentation. Then answer the questions.

The Sea's Prize

1 Which reason **most likely** explains why the merchant, the farmer, and the artist are excited when they see what they believe is a ship?

- A. They are tired of their ordinary lives.
- B. A ship is a rare sight for them to see.
- C. They are ready for a break after working hard.
- D. They believe the ship might contain valuable items.

2 When the artist shouts "Is something wrong?" to the men as they pass her by, they answer her without words.

Which question would **best** help listeners understand the men's answer to the artist?

- A. How did the men communicate silently?
- B. Where were the men going in such a hurry?
- C. Why were the men gasping to catch their breath?
- D. How did the men know the artist was feeling nervous?

Go On ►

3

How are the characters similar? **Choose two answers.**

- A.** They are all excited about seeing the ship.
- B.** They are all expecting to get the same outcome.
- C.** They all want to share their treasures with others.
- D.** They are all happy to see that they were right all along.
- E.** They all react without thinking about what they are seeing.

4

Which question would **best** start a discussion about the speaker's purpose for the presentation?

- A.** Why does the speaker make the ship difficult for the characters to see clearly?
- B.** Why does the speaker end the story with the characters learning a lesson?
- C.** Why does the speaker include three characters who are working?
- D.** Why does the speaker begin the story in a pleasant setting?

Listen to the presentation. Then answer the questions.

How You Learn

- 5** What is the value of practice in the learning process?
- A.** It reduces the size of brain cells.
 - B.** It creates new ideas in brain cells.
 - C.** It produces a higher number of brain cells.
 - D.** It strengthens the connections between brain cells.
- 6** Why do scientists compare the brain to a muscle? **Choose two answers.**
- A.** The brain can be trained.
 - B.** The brain can boost our mood.
 - C.** The brain can grow when resting.
 - D.** The brain can help us solve problems.
 - E.** The brain can become stronger with use.

Go On ►

- 7** Which sentence describes what the presentation is **mostly** about?
- A.** People get smarter when they eat right.
 - B.** The brain grows when given puzzling tasks to do.
 - C.** People must practice to learn to play the piano well.
 - D.** The brain makes pathways so people can learn new ideas and skills.

8 Complete the table based on actions mentioned in the presentation. Each action has an effect. Read the effects in the Answer Bank. Write each effect beside the action that produces it.

Action	Effect
getting daily exercise	
eating healthy foods	
getting plenty of sleep	

Answer Bank

- provides building blocks for work
- strengthens memories
- increases blood flow to multiply brain cells

**DO NOT
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ON THIS
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