



Ministry of Education, Youth & Information  
Student Assessment Unit



Primary Exit Profile  
*Bringing Abilities to Light*

## Test Preparation Booklet **TEACHER EDITION**

# Table of Contents

|   |     |
|---|-----|
| <b>The Purpose of this Document</b> .....                       | 3   |
| <b>How to use this document</b> .....                           | 4   |
| <b>Webb’s Depth of Knowledge</b> .....                          | 5   |
| <b>The 21<sup>st</sup> Century Skills</b> .....                 | 6   |
| <b>How to Respond to Items</b> .....                            | 7   |
| <b>Single Selected Response</b> .....                           | 7   |
| <b>Multiple Selected Response</b> .....                         | 8   |
| <b>Table-Grid Items</b> .....                                   | 9   |
| <b>Order Match</b> .....  | 10  |
| <b>Constructed Response Items</b> .....                         | 11  |
| <b>Science Sample Items and Solutions</b> .....                 | 14  |
| <b>Grade Five Mock Performance Tasks (Science)</b> .....        | 26  |
| <b>Language Arts Sample Items and Solutions</b> .....           | 47  |
| <b>Grade Five Mock Performance Tasks (Language Arts)</b> .....  | 58  |
| <b>Social Studies Sample Items and Solutions</b> .....          | 69  |
| <b>Grade Five Mock Performance Tasks (Social Studies)</b> ..... | 80  |
| <b>Mathematics Sample Items and Solutions</b> .....             | 95  |
| <b>Grade Five Mock Performance Tasks (Mathematics)</b> .....    | 107 |
| <b>Conclusion</b> .....   | 119 |

# The Purpose of this Document

The Primary Exit Profile (PEP) is a series of evidence-centred assessments that provide a summary of the competencies students have acquired during their years of primary education. This evidence is collected over a three-year period (Grades 4, 5 and 6) from students' responses to different types of assessment items. Each item type permits the measurement of different knowledge and skills, hence allowing for a more comprehensive report to be generated for each child.

This document seeks to expose stakeholders to the various item types, the knowledge and skills they measure, how students are expected to respond and how students' responses are likely to be assessed. It is expected that teachers, in particular, will use this document as a guide in their preparation of students.

# How to use this document

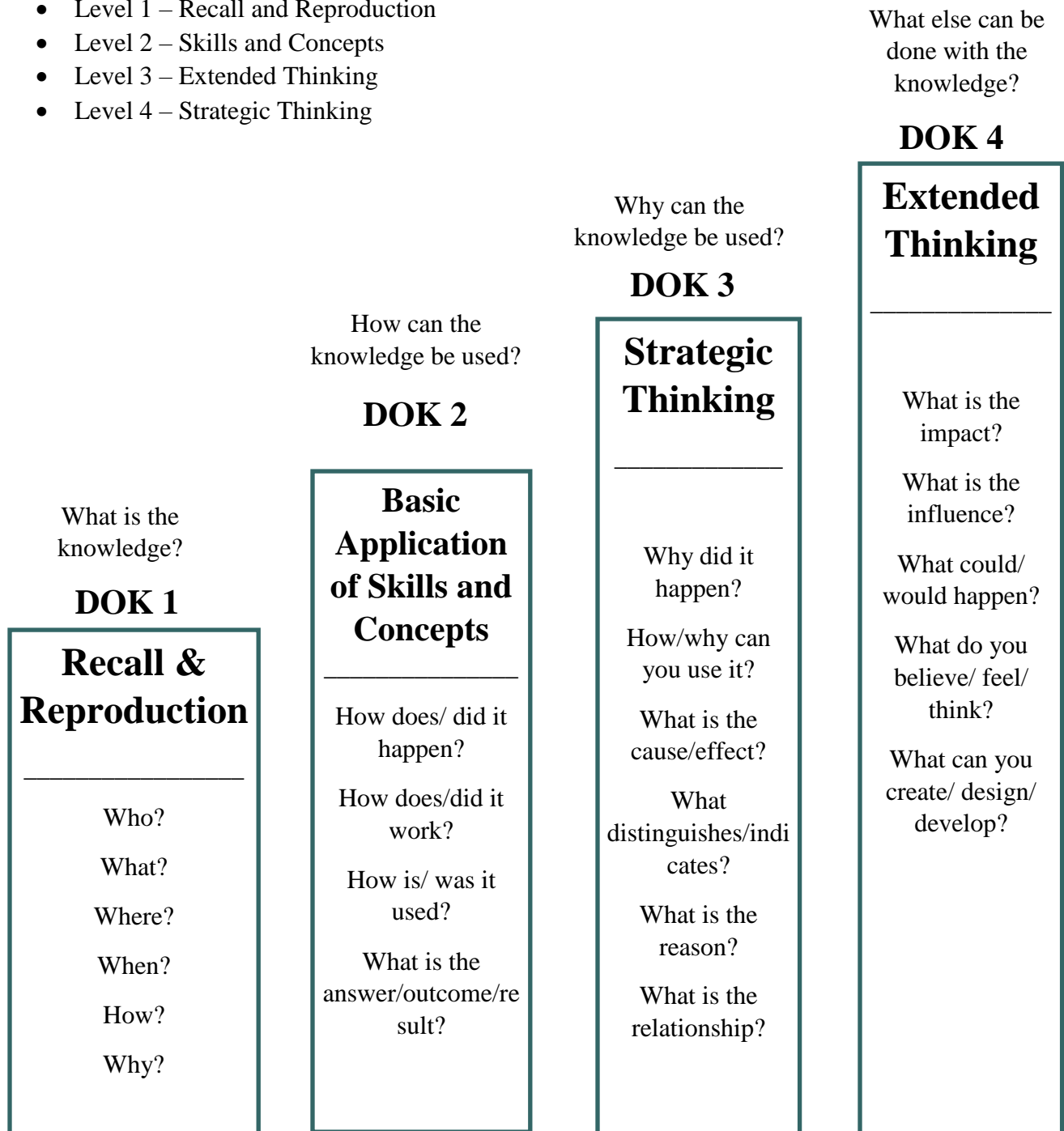
This document contains samples of assessment items and performance tasks in mathematics, social studies, language arts and science. These items are accompanied by the solutions/keys, the DOK levels of the items, the objective the items seek to measure, and sample responses. The student version of this document contains only the items and instructions for student responses. It is expected that as the teacher you will use the teacher version as a guide in helping students with their responses. It is recommended that you do the following after administration:

- Use the document to introduce students to layout/design of the actual assessment document and item types, not as a test.
- Go through the students' responses and guide them through the process of determining the correct responses.
- Note instances where students got the responses to the items incorrect and use this to identify gaps in students learning of the content, process or procedure.
- Emphasise the engagement of the students' critical thinking skills by asking probing questions which will inform the students' response to the items. Questions such as:
  - What do you think is the answer?
  - Why do you think that?
  - How did you get to your response?
  - Can you explain some more?
  - What other questions do you have?
- Gauge your students' achievement of the objectives related to the items and use this to help plan your intervention strategies.

# Webb's Depth of Knowledge

The assessments to be administered under PEP are designed using Webb's Depth of Knowledge (DOK). Webb's DOK is a cognitive demand scale that ranks assessment tasks based on the level of thinking required to complete the task. There are 4 levels:

- Level 1 – Recall and Reproduction
- Level 2 – Skills and Concepts
- Level 3 – Extended Thinking
- Level 4 – Strategic Thinking



# The 21<sup>st</sup> Century Skills

The National Standards Curriculum seeks to equip all students to be successful participants in the 21<sup>st</sup> century society. As such, it emphasizes the development of four key skills, in all subject areas, at all grade levels. These skills (referred to as the 4Cs) are:

- Critical thinking
- Communication
- Creativity
- Collaboration

The assessments under PEP will seek to measure students' acquisition of these skills.



# How to Respond to Items

## Single Selected Response

This item type presents a stem and/or stimulus followed by four to six options from which students are to select ONE by shading in the bubble that corresponds with their choice. If more than one option is selected, the response will be marked incorrect. Students should ensure that they completely fill in the bubble and do not make any stray marks on the page.

### Question 1

Read the sentences carefully, then select the sentence in which capital letters are correctly used.

- A Mr. A. S. Mullings is the new principal of New Leaf primary school
- B Mr. A. S. Mullings is the New Principal of New Leaf Primary School.
- C Mr. A. S. Mullings is the new Principal of New Leaf Primay school.
- D Mr. A. S. Mullings is the new principal of New Leaf Primary School.

### *Solution*

### Question 1

Read the sentences carefully, then select the sentence in which capital letters are correctly used.

- A Mr. A. S. Mullings is the new principal of New Leaf primary school
- B Mr. A. S. Mullings is the New Principal of New Leaf Primary School.
- C Mr. A. S. Mullings is the new Principal of New Leaf Primay school.
- D Mr. A. S. Mullings is the new principal of New Leaf Primary School.

## Multiple Selected Response

This item type presents a stem/and or stimulus followed by four to eight options from which students are to either select the number of responses indicated in the stem or all the options that they perceive to be correct responses to the stem. If the incorrect combination of options is selected, the response will be marked incorrect. No partial credit is awarded.



Which **two** (2) of the following options describe how the agency represented above fosters integration in the Caribbean?



- (A) It offers loans to small businesses in the Caribbean that sell disaster relief supplies.
- (B) It offers emergency response and relief to Caribbean countries affected by a disaster.
- (C) It offers media services to Caribbean countries during a disaster.
- (D) It provides information about disasters in the Caribbean.

### *Solution*



Which **two** (2) of the following options describe how the agency represented above fosters integration in the Caribbean?

- (A) It offers loans to small businesses in the Caribbean that sell disaster relief supplies.
- (B) It offers emergency response and relief to Caribbean countries affected by a disaster.
- (C) It offers media services to Caribbean countries during a disaster.
- (D) It provides information about disasters in the Caribbean.



## Table-Grid Items

The item's response grid may appear slightly different from item to item but the general response area looks like the image below.

### Question 1

If the symbol  $\blacklozenge$  is an odd whole number, which of the expressions will always be odd, sometimes be odd or never be odd? Shade the letter that matches your answer.

| Expression                  | Always Odd              | Sometimes Odd           | Never Odd               |
|-----------------------------|-------------------------|-------------------------|-------------------------|
| a. $\blacklozenge + 5$      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| b. $\blacklozenge \times 5$ | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| c. $\blacklozenge + 2$      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| d. $\blacklozenge \times 2$ | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |

Students are expected to read the column headings and each row before making a selection to ensure that they understand the relationships being represented. They will then reread each row and tick/shade the cell under the column heading that corresponds with their answer.

### Question 1

If the symbol  $\blacklozenge$  is an odd whole number, which of the expressions will always be odd, sometimes be odd or never be odd? Shade the letter that matches your answer.

| Expression                  | Always Odd                         | Sometimes Odd                      | Never Odd                          |
|-----------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. $\blacklozenge + 5$      | <input type="radio"/> A            | <input type="radio"/> B            | <input checked="" type="radio"/> C |
| b. $\blacklozenge \times 5$ | <input type="radio"/> A            | <input checked="" type="radio"/> B | <input type="radio"/> C            |
| c. $\blacklozenge + 2$      | <input checked="" type="radio"/> A | <input type="radio"/> B            | <input type="radio"/> C            |
| d. $\blacklozenge \times 2$ | <input type="radio"/> A            | <input type="radio"/> B            | <input checked="" type="radio"/> C |

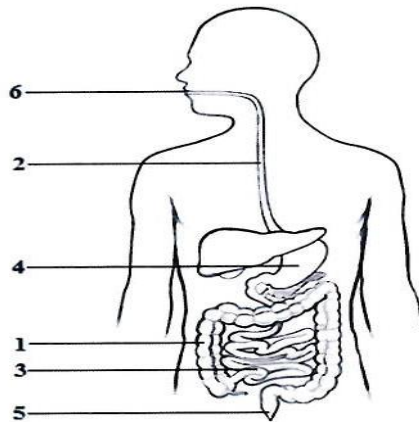
Typically, only one tick/bubble per row is permitted. Any response with more than one tick/bubble in a row will be marked as incorrect unless otherwise stated.

## Order Match

Order match items present a stem and/or stimulus along with a list of options from which the student is required to select the appropriate options then use them to complete a statement or table. The student is required to shade the selected options in the correct order so that the completed stimulus is correct. There may be multiple correct answers, but the student is only required to give one.

### Question 5

Below is a diagram showing the human digestive system. Use the information to complete the activity which follows.



Shade the number that identifies the organ in the diagram above.

| Organs          | Label numbers |   |   |   |   |   |
|-----------------|---------------|---|---|---|---|---|
| small intestine | ①             | ② | ③ | ④ | ⑤ | ⑥ |
| oesophagus      | ①             | ② | ③ | ④ | ⑤ | ⑥ |
| anus            | ①             | ② | ③ | ④ | ⑤ | ⑥ |
| large intestine | ①             | ② | ③ | ④ | ⑤ | ⑥ |

### Solution

| Organs          | Label numbers |   |   |   |   |   |
|-----------------|---------------|---|---|---|---|---|
| small intestine | ①             | ② | ● | ④ | ⑤ | ⑥ |
| oesophagus      | ①             | ● | ③ | ④ | ⑤ | ⑥ |
| anus            | ①             | ② | ③ | ④ | ● | ⑥ |
| large intestine | ●             | ② | ③ | ④ | ⑤ | ⑥ |

## Constructed Response Items

Constructed response items do not have options for students to select from. The student is required to read the stem and stimulus then write their answer in the space provided. In extended constructed response items, students may be asked to explain or justify their answer. In these instances, the student is expected to describe in detail how they arrived at their answer often making references to the information provided. Complete sentences (in standard Jamaican English and/or using appropriate Mathematical symbols) should be used to express their thoughts. As a part of helping students develop good communication skills, teachers should help students to learn how to organize their thoughts in writing through multiple classroom activities. Care should also be taken in helping students learn how to present the information on the page. See the table below for the expectations based on the terms used in the stem:

|                    |   |
|--------------------|---|
| <b>Compare</b>     | Identify the similarities between the two ideas, pointing out any that are particularly significant |
| <b>Contrast</b>    | Identify the difference between two ideas, pointing out any that are particularly significant       |
| <b>Explain</b>     | Give details about how and why something occurs.  |
| <b>Justify</b>     | Give evidence to support an idea/point of view  |
| <b>Show how...</b> | Present, in logical order, the stages that result in something                                      |
| <b>Summarize</b>   | Give only the main points stated in the stimulus, in a concise way                                  |

Responses that are partially erased will not be credited.

Students should also practise writing their response in the space provided as indicated overleaf.

2. Coach Brown uses his Food Pyramid to talk about the nutritional needs for all persons. All persons (athletes and non-athletes) require a total of 20 servings of food per day. The Coach asked what fraction of food is needed daily for the Food groups; Fruits, Vegetables and Meat & Beans. John created the following table.

| Food Group    | Number of Servings (daily) | Fraction of recommended daily intake |
|---------------|----------------------------|--------------------------------------|
| Fruits        | 4                          | 4/20                                 |
| Vegetables    | 6                          | 6/20                                 |
| Meats & Beans | 4                          | 4/20                                 |

Is John's table correct? Explain your answer using details from the pyramid. Write your answer in the box below.

Student's response should be written here

# **Sample Items and Solutions**

# Science Sample Items and Solutions

## Item 1

Carol wants to determine how hard three minerals, Mineral A, Mineral B and Mineral C, are. The results of Carol’s experiment are shown in the table below.

|                            | Mineral X | Mineral Y |
|----------------------------|-----------|-----------|
| <b>Mineral A scratches</b> | No        | No        |
| <b>Mineral B scratches</b> | No        | Yes       |
| <b>Mineral C scratches</b> | Yes       | Yes       |

Place the three minerals, Mineral A, Mineral B and Mineral C, in order according to how hard they are, from most hard to least hard. Shade the letter of the minerals in order of hardness.

**Most Hard**

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Least Hard**

|   |   |   |
|---|---|---|
| A | A | A |
| B | B | B |
| C | C | C |

**Solution:**

**Most Hard**

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Least Hard**

|   |   |   |
|---|---|---|
| A | A |   |
| B |   | B |
|   | C | C |

**Item Type:**

Order Match

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

- Analysing and interpreting data
- Examine a selection of materials/objects to determine the transparency, absorbency, strength, magnetic property, and heat conductivity of materials in everyday use.

**Scoring:**

- Level 2  
Student correctly orders the three minerals **or** student correctly orders any two minerals.
- Level 1  
Student has one correct.
- Level 0  
Student incorrectly orders all three minerals.

Item 2

Which situation below shows the effects of **loud** sounds on humans?

- (A) The baby slept for several hours because of the music her mom played.
- (B) The lady had to move closer to the radio to hear the music it was playing.
- (C) The child lost some of her hearing because she stood too close to the speaker at the party.
- (D) The boy loves to hear the sound of the rain falling on the ground.

**Solution:**

Correct answer C

**Item Type:**

Select Response –  
Single Selected

**DOK Level: 2**

**Primary Knowledge  
and Skills measured:**

- Analysing and interpreting data
- Obtaining and evaluating information
- Explain why loud sounds can be harmful

**Scoring:**

- Level 1  
Correct option chosen
- Level 0  
Incorrect option chosen

Item 3

The picture shows a common human activity. Use the picture to answer the question which follows.



Based on the picture, which **two (2)** statements are **likely** effects that the human activity can have on the environment?

- A The activity can add large amounts of carbon dioxide to the atmosphere.
- B The activity can make the river unsafe for animals that depend on it.
- C The activity can lead to an increase in the number of fish that live in the river.
- D The activity can cause the growth of germs and bacteria in the water.

**Solution:**

Correct options are B and D

**Item Type:**

Select Response –  
Multiple Selected  
Response

**DOK Level: 3**

**Primary Knowledge  
and Skills measured:**

- Outline the effects of human activities on the environment
- Analysing and interpreting data

**Scoring:**

- Level 2  
Both correct options chosen
- Level 1  
Only **1** of the two correct options chosen
- Level 0  
No correct option chosen



**Item 4**

For each of the following, indicate by shading under the column whether you **agree** or **disagree** with the statements about legal and illegal drugs.

| Statement  | Agree                 | Disagree              |
|--|-----------------------|-----------------------|
| A drug that can be bought at the pharmacy is a legal drug.                           | <input type="radio"/> | <input type="radio"/> |
| Only illegal drugs can have a harmful effect on the body.                            | <input type="radio"/> | <input type="radio"/> |
| A drug that can be bought at the pharmacy without a prescription is an illegal drug. | <input type="radio"/> | <input type="radio"/> |

**Solution:**

| Statement  | Agree                            | Disagree                         |
|--|----------------------------------|----------------------------------|
| A drug that can be bought at the pharmacy is a legal drug.                           | <input checked="" type="radio"/> | <input type="radio"/>            |
| Only illegal drugs can have a harmful effect on the body.                            | <input type="radio"/>            | <input checked="" type="radio"/> |
| A drug that can be bought at the pharmacy without a prescription is an illegal drug. | <input type="radio"/>            | <input checked="" type="radio"/> |

**Item Type:**  
Table Grid

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

- Classify commonly used drugs as legal or illegal.
- Analysing and interpreting data
- Evaluating information

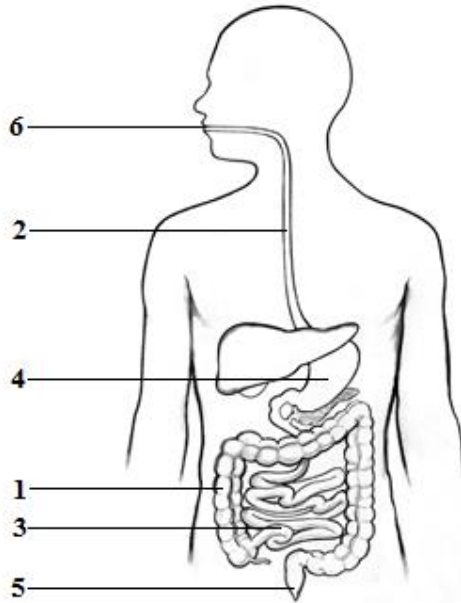
**Scoring:**

- Level 3  
All 3 correctly shaded
- Level 2  
Any 2 correctly shaded
- Level 1  
Only 1 correctly shaded
- Level 0  
None correctly shaded

NOTE: only one shade circle is allowed for each row. More than one shaded circle in a row will not be scored

Item 5

Below is a diagram showing the human digestive system. Use the information to complete the activity that follows.



Shade the number that identifies the organ in the diagram above.

| Organs          | Label numbers |   |   |   |   |   |
|-----------------|---------------|---|---|---|---|---|
| small intestine | ①             | ② | ③ | ④ | ⑤ | ⑥ |
| oesophagus      | ①             | ② | ③ | ④ | ⑤ | ⑥ |
| anus            | ①             | ② | ③ | ④ | ⑤ | ⑥ |
| large intestine | ①             | ② | ③ | ④ | ⑤ | ⑥ |

**Solution:**

| Organ           | Number on Diagram |   |   |   |   |   |
|-----------------|-------------------|---|---|---|---|---|
| small intestine | ①                 | ② | ● | ④ | ⑤ | ⑥ |
| oesophagus      | ①                 | ● | ③ | ④ | ⑤ | ⑥ |
| anus            | ①                 | ② | ③ | ④ | ● | ⑥ |
| large intestine | ●                 | ② | ③ | ④ | ⑤ | ⑥ |

**Item Type:**

Order Match

**DOK Level:** 1

**Primary Knowledge and Skills measured:**

- Identify selected organs in the human digestive system (mouth, oesophagus, stomach, small intestine, large intestine) and outline the path food travels from mouth to anus.

**Scoring:**

- Level 2  
Student correctly identifies all 4 organs.
- Level 1  
Student correctly identifies 2 or 3 organs.
- Level 0  
Student correctly identifies 1 organ or does not correctly identify any of the organs.

Item 6

The list below contains the names of organs associated with the digestive system.

- |                    |               |
|--------------------|---------------|
| A. small intestine | D. oesophagus |
| B. stomach         | E. mouth      |
| C. large intestine | F. anus       |

Shade the letter that corresponds to the word found in the list above so that the resulting sentence is correct. Use all the options. **Some options may be used more than once.**

Food enters our body through our **A B C D E F**. From there the food travels to the **A B C D E F** through a narrow tube called the **A B C D E F**. The food will then leave the **A B C D E F** and enter the **A B C D E F**. The food like matter will move from the **A B C D E F** and enter the **A B C D E F**. The waste material will then leave the body through the **A B C D E F**.

**Solution:**

Food enters our body through our **A B C D ● F**. From there the food travels to the **A ● C D E F** through a narrow tube called the **A B C ● E F**. The food will then leave the **A ● C D E F** and enter the **● B C D E F**. The food like matter will move from the **● B C D E F** and enter the **A B ● D E F**. The waste material will then leave the body through the **A B C D E ●**.

**Item Type:**

Order Match

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

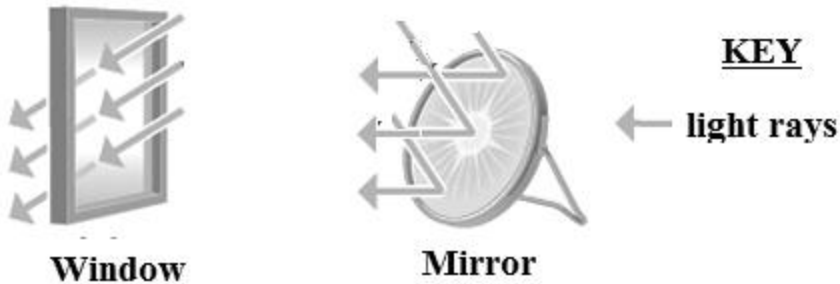
- Identify selected organs in the human digestive system (mouth, oesophagus, stomach, small intestine, large intestine) and outline the path food travels from mouth to anus.
- Analysing and interpreting data

**Scoring:**

- Level 3  
Student correctly places all 6 words in their correct location.
- Level 2  
Student correctly places 4 or 5 words in their correct location.
- Level 1  
Student correctly place 2 or 3 words in their correct location.
- Level 0  
1 word chosen correctly or no words chosen

Item 7

Below are drawings students did after investigating the properties of light and how it interacts with objects of different characteristics.



Which statement represents the **most likely** conclusion the students could make based on the observations they made.

- A** Light travels very fast and it passes through some objects.
- B** A shadow is formed when light comes in contact with opaque objects.
- C** Light travels in a straight line and interacts with objects in the same way.
- D** When light comes in contact with shiny surfaces it changes direction

**Solution:**

Correct answer D

**Item Type:**

Select Response –  
Single Selected  
Response

**DOK Level: 3**

**Primary Knowledge and Skills measured:**

- Investigate the interaction of light with materials that are shiny, dull, transparent, translucent and opaque
- Investigate the interaction of light with lenses/mirrors
- Analysing and interpreting data

**Scoring:**

- Level 1  
Correct option chosen
- Level 0  
Incorrect option chosen

Item 8

For each of the following, indicate by shading under the column whether you **agree** or **disagree** with the statements about human activities and the effects they have on the environment.

| Statements  | Agree                 | Disagree              |
|---|-----------------------|-----------------------|
| The cutting down of large numbers of trees can result in flooding in low lying communities. | <input type="radio"/> | <input type="radio"/> |
| The cutting down of large numbers of trees can affect the rainfall in an area.              | <input type="radio"/> | <input type="radio"/> |
| The practice of replanting trees will not help to reduce the greenhouse effect.             | <input type="radio"/> | <input type="radio"/> |

**Solution:**

| Statements  | Agree                            | Disagree                         |
|---|----------------------------------|----------------------------------|
| The cutting down of large numbers of trees can result in flooding in low lying communities. | <input checked="" type="radio"/> | <input type="radio"/>            |
| The cutting down of large numbers of trees can affect the rainfall in an area.              | <input checked="" type="radio"/> | <input type="radio"/>            |
| The practice of replanting trees will not help to reduce the greenhouse effect.             | <input type="radio"/>            | <input checked="" type="radio"/> |

Item 9

**Item Type:**  
Table Grid

**DOK Level:** 2

**Primary Knowledge and Skills measured:**

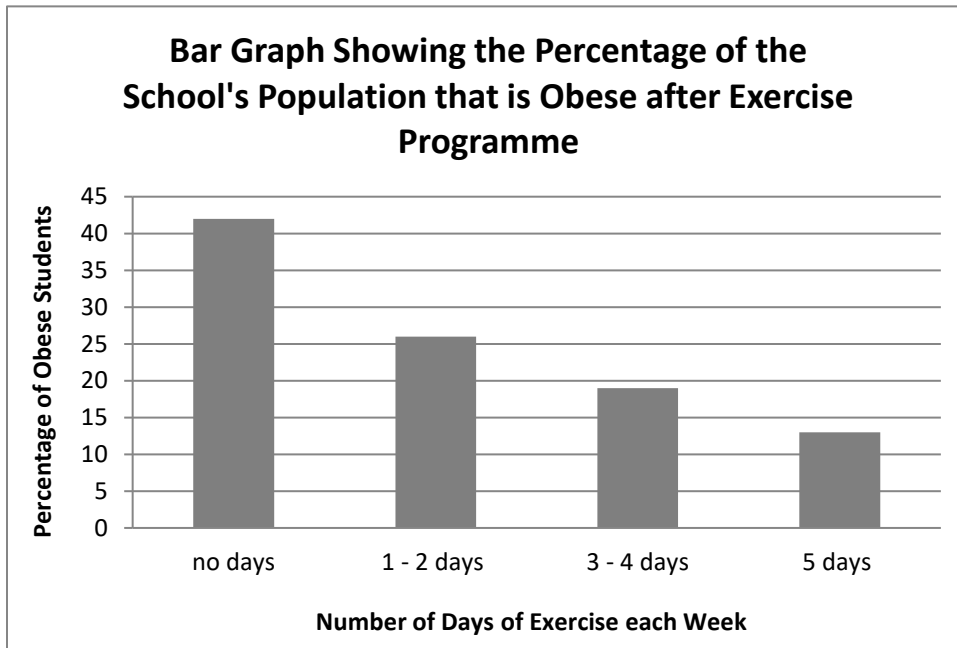
- Evaluating information
- Outline the effects of human activities on the environment

**Scoring:**

- Level 3  
All 3 correctly shaded
- Level 2  
Any 2 correctly shaded
- Level 1  
Only 1 correctly shaded
- Level 0  
None correctly shaded

NOTE: only one shade circle is allowed for each row. More than one shaded circle in a row will not be scored

The bar graph shows the results of a year long school exercise programme. Some students were asked to exercise 1-2 days a week, and some students were asked to exercise 3-4 days a week, while other students were asked to exercise 5 days a week. One group of students did no exercise.



Based on the information in the bar graph, indicate by shading under the column, whether there is **evidence to support** the statement, **or** there is **no evidence to support** the statement.

| Statement  | Evidence to support   | No Evidence to Support |
|--|-----------------------|------------------------|
| The more children exercise the <b>more likely</b> they will become obese.            | <input type="radio"/> | <input type="radio"/>  |
| There are more girls who are obese than boys.  | <input type="radio"/> | <input type="radio"/>  |
| <b>Less</b> than 15% of children may become be obese if they exercise 5 days a week. | <input type="radio"/> | <input type="radio"/>  |

**DOK Level: 3**

**Primary Knowledge and Skills measured:**

- Assess the causes of obesity, diabetes and malnutrition
- Analysing and interpreting data
- Making predictions and using evidence to support an idea.

**Scoring:**

- Level 3  
All three correctly shaded
- Level 2  
Any two correctly shaded
- Level 1  
Only one correct shaded
- Level 0  
None correctly shaded

NOTE: only one shaded circle is allowed for each row. More than one shaded circle in a row will not be scored.

*Solution:*

| Statement  | Evidence to support              | No Evidence to Support           |
|--|----------------------------------|----------------------------------|
| The more children exercise the <b>more likely</b> they will become obese.            | <input type="radio"/>            | <input checked="" type="radio"/> |
| There are more girls who are obese than boys.  | <input type="radio"/>            | <input checked="" type="radio"/> |
| <b>Less</b> than 15% of children may become be obese if they exercise 5 days a week. | <input checked="" type="radio"/> | <input type="radio"/>            |

**Item 10**

The table below gives a description of three different mixtures.

|                  |  |
|------------------|--|
| <b>Mixture A</b> | The mixture contained tiny solid particles that did not dissolve and sank in the liquid. |
| <b>Mixture B</b> | The mixture contained salt and water.  |
| <b>Mixture C</b> | The mixture contained tiny particles that could be seen floating throughout the liquid.  |

The statements below are methods that could be used to separate each mixture. Select the mixture **A, B or C** on the right that is **best** separated by the method on the left.

| <b>Method</b>   | <b>Mixture</b>  |
|---|---|
| Boil the mixture so that the water evaporates leaving the solid material behind.          | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| Allow the particles to settle to the bottom of the liquid and gently pour off the liquid. | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| Pour the mixture through filter paper and collect the particles.                          | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |

**Item Type:**  
Order Match

**DOK Level: 1**

**Primary Knowledge and Skills measured:**

- Demonstrate the separation of selected types of mixtures using various techniques.
- Analysing and interpreting data

**Scoring:**

- Level 3  
All **3** mixtures correctly shaded
- Level 2  
Any **2** correctly shaded
- Level 1  
Only **1** correctly shaded



***Solution:***

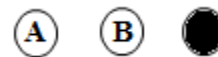
**Method**

Boil the mixture so that the water evaporates leaving the solid material behind.

Allow the particles to settle to the bottom of the liquid and gently pour off the liquid.

Pour the mixture through filter paper and collect the particles.

**Mixture**



# Grade Five Mock Performance Tasks (Science)

## General Instructions:

**This task has six questions. You are to complete all six questions.**

## Fuel for a Wining Athlete

The school coach (Coach Brown) has invited you and two other students, John and Mary, to join the coaching team at your school. The coaching team is responsible for preparing the school team for next year's Junior Athletic Championships. The boys and girls on the school team include runners, hurdlers, high and long jumpers.

Your first task is to help the coach to decide on the athletes' meal plan for the first day of competition. Coach Brown provides two documents to assist you in planning the meal. They are:

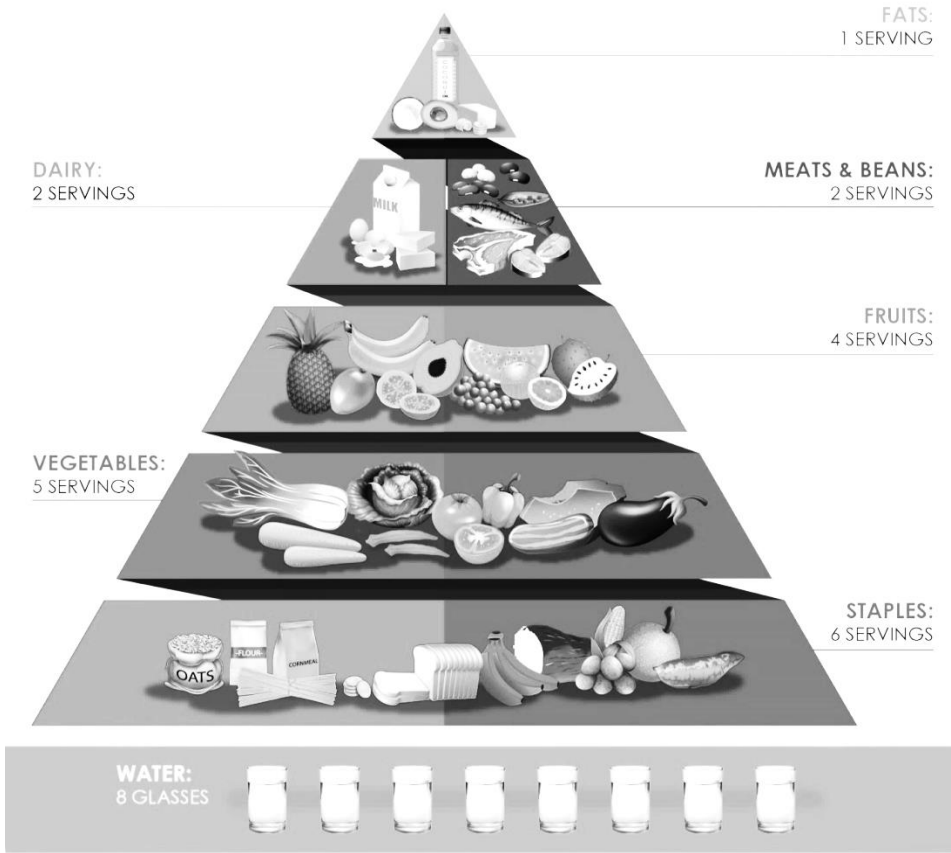
1. A Food Pyramid with general nutritional guidelines for all persons, and
2. An article with the nutritional guidelines for young athletes.

## Instructions to begin:

Carefully examine the Food Pyramid and read the article provided by the coach. These will help you to answer the questions which follow.

# Coach Brown's

# FOOD PYRAMID



SERVING = amount per day

SERVING = amount per day

8 GLASSES  
WATER:

8 GLASSES  
WATER:

**Article**

**REACHING THE FINISH LINE**

Young athletes who want to maintain proper growth and to perform well in athletic competitions should eat a well-balanced diet. An ideal diet is made up of 45% to 65% carbohydrates, 10% to 30% protein, and 25% to 35% fat. Fluids are very important for maintaining hydration. Good hydration begins before the athletes even set foot on the track or playing field. Student athletes should drink water or fluids before, during and after athletic events to prevent dehydration.

The timing of meals is important to ensuring top performance. Meals should be eaten a minimum of three hours before an athletic event. On the day of the competition, meals should focus on carbohydrates for energy. Proteins should be spread throughout the day. Snacks should be eaten one to two hours before an event. Recovery foods should be consumed 30 minutes after an event and again within one to two hours after an event. Recovery foods allow muscles to rebuild. These foods should include protein and carbohydrates.

*Adapted from: Sport nutrition for young athletes*

**Question**

1. Look at the statement below. Place a (✓) in the box to match the source that supports each statement.

**Tick only one box for each statement.**

| Statements                                       | The Article | Coach Brown's Food Pyramid | Both Sources | Neither Sources |
|--|-------------|----------------------------|--------------|-----------------|
| The ideal diet should include mostly cooked food |             |                            |              |                 |
| Fluids are very important for the ideal diet     |             |                            |              |                 |
| The ideal diet comprises about 20% protein       |             |                            |              |                 |

**Student Responses:**

**Student A**

| Statements                                       | The Article | Coach Brown's food pyramid | Both sources | Neither source |
|--|-------------|----------------------------|--------------|----------------|
| The ideal diet should include mostly cooked food |             |                            |              | ✓              |
| Fluids are very important for the ideal diet     |             |                            | ✓            |                |
| The ideal diet comprises about 12% protein       |             |                            |              | ✓              |

Level 3 –  
All matches are correct

**Student B**

| Statements                                       | The Article | Coach Brown's food pyramid | Both sources | Neither source |
|--|-------------|----------------------------|--------------|----------------|
| The ideal diet should include mostly cooked food |             |                            |              | ✓              |
| Fluids are very important for the ideal diet     |             | ✓                          |              |                |
| The ideal diet comprises about 12% protein       |             |                            |              | ✓              |

Level 2 – Any two matches are correct

**Student C**

| Statements                                       | The Article | Coach Brown's food pyramid | Both sources | Neither source |
|--|-------------|----------------------------|--------------|----------------|
| The ideal diet should include mostly cooked food |             | ✓                          |              |                |
| Fluids are very important for the ideal diet     | ✓           |                            |              |                |
| The ideal diet comprises about 12% protein       |             |                            |              | ✓              |

Level 1 –  
1 match is correct

**Student D**

| Statements                                       | The Article | Coach Brown's food pyramid | Both sources | Neither source |
|--|-------------|----------------------------|--------------|----------------|
| The ideal diet should include mostly cooked food |             | ✓                          |              |                |
| Fluids are very important for the ideal diet     | ✓           |                            |              |                |
| The ideal diet comprises about 12% protein       |             |                            | ✓            |                |

Level 0 –  
All incorrect

2. Coach Brown uses his Food Pyramid to talk about the nutritional needs for all persons. All persons (athletes and non-athletes) require a total of 20 servings of food per day. The Coach asked what fraction of food is needed daily for the Food groups; Fruits, Vegetables and Meat & Beans. John created the following table.

| <b>Food Group</b> | <b>Number of Servings (daily)</b> | <b>Fraction of recommended daily intake</b> |
|-------------------|-----------------------------------|---|
| Fruits            | 4                                 | $4/20$                                      |
| Vegetables        | 6                                 | $6/20$                                      |
| Meats & Beans     | 4                                 | $4/20$                                      |

Is John's table correct? Explain your answer using details from the pyramid. Write your answer in the box below.

Scoring:

- ✓ Level 3 – Correct answer with full explanation (fractions and servings). Answer may contain a minor error. Minor error: 1 of the servings/fractions is incorrect or the error is carried through for a food group.
- ✓ Level 2 – Correct answer with incomplete explanation with reference to serving or fraction only. Or no answer with full and correct explanation. Or partially correct with incomplete explanation (serving or fraction incorrect or missing). Or partially correct answer with full explanation, may contain a major error.
- ✓ Level 1 – Limited answer no explanation. Or no answer with incomplete explanation. Or information is transcribed.
- ✓ Level 0 – Blank or off- topic or uninterpretable

Student Responses:

Student A

John's table is not correct. Well vegetables is suppose to be 5. Meats & beans is suppose to be 2.  
So the fraction of recommended daily intake for vegetable is  $\frac{5}{20}$  & for Meats and beans  $\frac{2}{20}$

Level 3 – Correct answer with full explanation (fractions and servings).

Student B

No John's table is not correct.  
The only food group which has the right amount of servings is the fruits.  
On the pyramid vegetables are supposed to be served 5 times daily and Meat and beans are supposed to be served 2 times daily.

Level 2 – Correct answer with incomplete explanation with reference to serving or fraction only.



Student C

John's table not correct? Explain your answer using details from the pyramid.

Level 1 –  
Limited answer  
no explanation.

Student D

yes.

|                   |           |
|-------------------|-----------|
| fruits            | meats     |
| Apple, orange     | Chicken   |
| Grape, Strawberry | Beef      |
| mango.            | ham       |
| Vegetables        | Pork      |
| Carrot, Cabbage   | Beans     |
| Cucumber          | Peas Corn |
| tomato            |           |

Level 0 –  
uninterpretable

3. Before creating the meal plan, Coach Brown asked the team to compare the nutritional recommendations of the article and his Food Pyramid. Mary suggests using a table for comparison. In the table below, Mary presented the data from the article only. Add the data from Coach Brown’s Food Pyramid to the table that Mary created.

| <b>Nutrients</b> | <b>% of daily intake from article</b> |
|------------------|---------------------------------------|
| Carbohydrates    | 45% to 65%                            |
| Protein          | 10% to 30%                            |
| Fat              | 25% to 35%                            |

**Scoring:**

- ✓ Level 3 – Successful integration of information within and among sources of information. The table is completed and extended correctly (table headings must be included). Or the table completed and extended correctly with minor representational errors (one of the daily servings is incorrect; percentage daily servings or fraction of daily servings is incorrect).
- ✓ Level 2 – Successful integration of information within and among sources of information. Major errors in quantitative data representation (e.g., between 2-3 servings or percentage or fractions are incorrect or missing). Or successful integration of information within and among sources of information. Only one piece of missing or incorrect information (table heading is allowed). Or partial successful integration of information within and among sources of information (at most two of the food groups are incorrect or missing). Quantitative data representation error (at most 3 errors).
- ✓ Level 1 – Unsuccessful integration of information within and among sources of information (3 or more incorrect or missing). Significant quantitative data representation error (5 or more are incorrect or missing).
- ✓ Level 0 – Blank or of- topic or uninterpretable

Student Responses:

Student A

| Nutrients     | % of daily intake from the Article |
|---------------|------------------------------------|
| Carbohydrates | 45% to 65%                         |
| Protein       | 10% to 30%                         |
| Fat           | 25% to 35%                         |

| Food group from Pyramid | Servings Daily |
|-------------------------|----------------|
| Fats                    | 1              |
| Dairy                   | 2              |
| Meat and beans          | 2              |
| Fruits                  | 4              |
| Vegetables              | 5              |
| Staples                 | 6              |

Level 3 – Successful integration of information within and among sources of information. The table is completed and extended correctly (table headings must be included).

Student B

| Nutrients      | % of daily intake from the Article |
|----------------|------------------------------------|
| Carbohydrates  | 45% to 65%                         |
| Protein        | 10% to 30%                         |
| Fat            | 25% to 35%                         |
| Dairy          | 2/20                               |
| Fruits         | 4/20                               |
| Staples        | 6/20                               |
| Vegetable      | 5/20                               |
| Meat and Beans | 2/20                               |

Level 2 – Successful integration of information within and among sources of information. Only one piece of missing or incorrect information (table heading is allowed).

Student C

| Nutrients     | % of daily intake from the Article | Servings   |
|---------------|------------------------------------|------------|
| Carbohydrates | 45% to 65%                         | 4 servings |
| Protein       | 10% to 30%                         | 3 servings |
| Fat           | 25% to 35%                         | 1 serving  |

I say Carbohydrates give you 6 servings, is 2 servings & Fat give you 1 serving.

Level 1 – Unsuccessful integration of information within and among sources of information (3 or more incorrect or missing).

Student D

| Nutrients     | % of daily intake from the Article |            |
|---------------|------------------------------------|------------|
| Carbohydrates | 45% to 65%                         | 45% to 65% |
| Protein       | 10% to 30%                         | 10% to 30% |
| Fat           | 25% to 35%                         | 25% to 35% |

Level 0 – Transcription

4. Before creating the event day meal plan, Coach Brown wants the coaching team to analyse the favourite breakfast of his top runner, Mark Johnson.

**Mark Johnson's Breakfast**

| <b>Meal</b> | <b>Food</b>   | <b>Number of servings</b> |
|-------------|---------------|---------------------------|
| Breakfast   | Scrambled egg | 1                         |
|             | Orange        | 1                         |
|             | Milk          | 1                         |

If Mark is running a practice race 3 hours after breakfast, is this breakfast suitable for him to perform at his best? Use data from the article and the food pyramid to support your answer.

Explain your answer using words, numbers, charts or tables.

Scoring:

- ✓ Level 3 – The correct answer with full explanation of how the information in the article and the pyramid supports the position. The explanation may contain minor non-science errors.
- ✓ Level 2 – The correct answer with full explanation of how the information in the article and the pyramid support the position. The response is supported by related details from one source. Or correct answer with full explanation provided. No evidence from article or pyramid is used to support response. Or incorrect answer with full explanation of how the information in the article and the pyramid support the position. Or no answer with full information of how the information from at least one source supports the position.
- ✓ Level 1 – Answer with explanation is incorrect or insufficient or missing. Or the answer is supported by wrong evidence or not supported by evidence at all. Or answer only, no explanation.
- ✓ Level 0 – Blank or of- topic or uninterpretable or irrelevant.

Students Responses:

Student A

The breakfast is not suitable for him to perform at his best. The breakfast does not have enough carbohydrate. Sports day meals must focus on carbohydrates for energy or 45% - 65%.

coach brown pyramid says we need 6 servings of carbohydrates each day

Level 3 – The correct answer with full explanation of how the information in the article and the pyramid support the position.

Student B

No, because it doesn't have alot of carbohydrates to give him the energy he'll need.

| Meal      | Food          | Number of servings |
|-----------|---------------|--------------------|
| breakfast | Rice and Peas | 1                  |
|           | Chicken       | 2                  |
|           | Mash Potato   | 1                  |
|           | Orange        | 1                  |
|           | Milk          | 1                  |
|           | Water         | 1                  |

Level 2 – The correct answer with full explanation provided. No evidence from article or pyramid is used to support response.

**Student C**

NO.

Level 1 –Correct answer only, no explanation.

**Student D**

The boy not going run because

Level 0 –Irrelevant.

Use information from question 2, 3 and 4, as well as the article and Coach Browns pyramid then answer the following question.

5. The coach asks that you use information from the food pyramid and article to create a balanced race day meal plan for Mark. Using the table below, write the foods which Mark should have for breakfast, before and after the race and dinner. Include the number of servings for each food.

| Meal/Time                  | Food | Number of servings |
|----------------------------|------|--------------------|
| <b>Breakfast</b>           |      |                    |
| <b>3 hours before race</b> |      |                    |
| <b>1 hour before race</b>  |      |                    |
| <b>Mark's Race</b>         |      |                    |
| <b>1 hour after race</b>   |      |                    |
| <b>Dinner</b>              |      |                    |

Scoring:

- ✓ Level 3 – A complete response that includes evidence of appropriate choice of foods based on article and pyramid. Servings should reflect proportions from the article and pyramid. These responses contain minor errors such as the servings are incorrect. Or the response includes errors in one food cell description.
- ✓ Level 2 – A response that includes partial evidence of appropriate choice of foods based on article and pyramid. The response contains major errors (the proportions of servings for different food groups are not correct). Or at least 3 food cell descriptions are correctly filled in.
- ✓ Level 1 – A response that includes limited evidence of appropriate choice of foods based on the article or pyramid. Or two or less food cell descriptions filled correctly.
- ✓ Level 0 – Blank or of- topic or uninterpretable or irrelevant.



Students Responses:

Student A

| Meal/Time                          | Food   | Number of servings |
|------------------------------------|--|--------------------|
| Breakfast                          | stew chicken                                     | 2                  |
|                                    | yam  | 6                  |
|                                    | callaloo   | 5                  |
|                                    | orange (water)                                   | 4                  |
| 3 hours before race                | cereal   | 6                  |
|                                    | ripe bananas (milk)                              | 4                  |
| 1 hour before race<br><i>heavy</i> | bread, cheese, ham, tomato and lettuce sandwich. | 2                  |
| <b>MARK'S RACE</b>                 |  |                    |
| 1 hour after race                  | grilled cheese sandwich (water)                  | 1                  |
| Dinner                             | stew peas (pigtail)                              | 2                  |
|                                    | plain rice                                       | 6                  |
|                                    | carrot, lettuce (fruit punch)                    | 5                  |

Level 3 – A complete response that includes evidence of appropriate choice of foods based on article and pyramid. Servings should reflect proportions from the article and pyramid. These responses contain minor errors in one food cell description.

**Student B**

| Meal/Time           | Food  | Number of servings |
|---------------------|---|--------------------|
| Breakfast           | No breakfast  |                    |
| 3 hours before race | bun and cheese  |                    |
| 1 hour before race  | banana chips<br>orange<br>2 glass water                                 |                    |
| MARK'S RACE         |   |                    |
| 1 hour after race   | chicken & cheese bread sandwich<br>power aid                            |                    |
| Dinner              | Fry chicken and rice<br>Lettice and pumpkin<br>orange<br>milk and water |                    |

Level 2 – A response that includes partial evidence of appropriate choice of foods based on article and pyramid. The response contains major errors (the proportions of servings for different food groups are not correct). Or at least 3 food cell descriptions are correctly filled in.

**Student C**

| Meal/Time           | Food                     | Number of servings |
|---------------------|--------------------------|--------------------|
| Breakfast           | Scrambled egg            | 1                  |
|                     | Carrots, letes, Potatoes |                    |
| 3 hours before race | Chicken and rice         | 1                  |
|                     | Healthy Juice            |                    |
| 1 hour before race  | orange                   | 1                  |
|                     | Water                    |                    |
| MARK'S RACE         |                          |                    |
| 1 hour after race   | Water                    | 1                  |
|                     | fruits                   |                    |
| Dinner              | Salad                    | 2                  |
|                     | water                    |                    |

Level 1 – A response that includes limited evidence of appropriate choice of foods based on the article or pyramid. Or two or less food cell descriptions filled correctly.

Student D

| Meal/Time           | Food | Number of servings |
|---------------------|------|--------------------|
| Breakfast           |      | 15%                |
| 3 hours before race |      | 65%                |
| 1 hour before race  |      | 10%                |
| <b>MARK'S RACE</b>  |      |                    |
| 1 hour after race   |      | 30%                |
| Dinner              |      | 25%                |
|                     |      | 35%                |

Level 0 –  
Uninterpretable

6. Does your meal plan from question 5 represent a good race day eating plan for an athlete? Include nutritional information on the foods you selected, details from Coach Brown's Food Pyramid and the article in your answer.

Scoring:

- ✓ Level 3 – Complete response of how the information in the article and the pyramid adds to answering the question. Answer supported by comprehensive, relevant and specific evidence from the two sources and nutritional information. The response contains evidence of minor errors (e.g., missing reference to one (1) of the following: recovery foods, hydration or carbohydrates).
- ✓ Level 2 – Adequate response of how the information in the article and the pyramid adds to answering the question. Answer supported by relevant but general evidence from the two sources. The response is incomplete or contains evidence of major errors (e.g., missing reference to two (2) or more of the following: recovery foods, hydration or carbohydrates).
- ✓ Level 1 – Limited or incorrect response of how the information in the article and the pyramid adds to answering the question. Answer supported by minimal, irrelevant and incorrect evidence from the two sources.
- ✓ Level 0 – Blank or of- topic or uninterpretable or irrelevant.

Students Responses:

Student A

The article water must be given to athlete for hydration so I give the boy water and gatorade, especially before the race and after the race. Also the article say 8 glass of water for the day.

I dont give him alot to eat before the race (1hour) because he should have a snack so I make his food light.

Also I give him recovery food. The chicken is for protein and the bread is for starch.

Finally I never give him enough carbohydrate. The article say focus on carbohydrate. I should have give him yam and rice and potato

Level 3 – Complete response of how the information in the article and the pyramid add to answering the question. Answer supported by comprehensive, relevant and specific evidence from the two sources and nutritional information.

Student B

Yes because it is full of carbohydrates. I selected these foods because the article said that on the day of the race meals should focus on carbohydrate. And the food pyramid indicates that if you are active you eat enough carbohydrates to give you energy because when you run you can burn the foods you ate.

Level 2 – Adequate response of how the information in the article and the pyramid add to answering the question. The response is incomplete or contains evidence of major errors (e.g., missing reference to two (2) or more of the following: recovery foods, hydration or carbohydrates).

Student C

Eggs and sausages = protein  
 Cereal and protein bar = protein and carbohydrates  
 water = fluids  
 milkshake = carbohydrates  
 Rice and peas = staples and carbohydrates

Level 1 – Limited or incorrect response of how the information in the article and the pyramid add to answering the question. Answer supported by minimal evidence from the two sources.

Student D

| Food Groups    | Food | Number of servings |
|----------------|------|--------------------|
| Fruits         |      | 1                  |
| Vegetables     |      | 1                  |
| Meat and Beans |      | 1                  |

Level 0 – Irrelevant.



# Language Arts Sample Items and Solutions

## ITEM 1

**Read the sentences carefully, then select the sentence in which capital letters are correctly used.**

- (A) Mr. A. S. Mullings is the new principal of New Leaf primary school.
- (B) Mr. A. S. Mullings is the New Principal of New Leaf Primary School.
- (C) Mr. A. S. Mullings is the new Principal of New Leaf Primary school.
- (D) Mr. A. S. Mullings is the new principal of New Leaf Primary School.

**Solution:**

- (A) Mr. A. S. Mullings is the new principal of New Leaf primary school.
- (B) Mr. A. S. Mullings is the New Principal of New Leaf Primary School.
- (C) Mr. A. S. Mullings is the new Principal of New Leaf Primary school.
- (D) Mr. A. S. Mullings is the new principal of New Leaf Primary School.

**Item Type:**

Selected Response

**DOK Level:** 1

**Primary Knowledge and Skills measured:**

Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message.

**Scoring:**

**1 mark**





**ITEM 2**

**Instructions:**

Read the paragraph and complete the task that follows it.

As my family drove home last evening from Negril, the sun was going down. We were treated to a beautiful sunset! All around over our heads, the entire sky was pretty. In a few minutes the amazing show was over. The sun disappeared completely, and the brightly coloured sky faded to dark gray as the night began.

Revise the paragraph by choosing the phrase with the BEST descriptive detail to replace was pretty.

- (A) had a whole lot of bright colours mixed together
- (B) shone because it was almost time for darkness
- (C) glowed with astonishing shades of pink and gold
- (D) looked different than it usually does during the day

**Solution**

- (A) had a whole lot of bright colours mixed together
- (B) shone because it was almost time for darkness
- (C) glowed with astonishing shades of pink and gold
- (D) looked different than it usually does during the day

**Item Type:**

**Selected Response**

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

Strategically use language and vocabulary appropriate to the purpose and audience when revising or composing texts.

**Scoring:**

1 mark





**ITEM 3**

I'm writing about my dog Ruffus. When the dog was just ten weeks old, he was picked up on the streets of Kingston and taken to a shelter. The shelter could keep a dog only for a short time before he finds a new home. When I saw this puppy, I couldn't keep my eyes away from his sweet face. I knew that I wanted to name this puppy Ruffus, and take him home. With the help of my mom, I adopted him and brought Ruffus to our home. Now, Ruffus is almost one year old, and he loves me unconditionally.

Choose the **best** phrase to add detail about the main character.

- (A) I would never be able to give Ruffus away.
- (B) Ruffus is now a playful and happy dog.
- (C) I volunteered at a shelter where I saw this little puppy.
- (D) Ruffus is a good watch dog.

**Solution**

- (A) I would never be able to give Ruffus away.
- (B) Ruffus is now a playful and happy dog.
- (C) I volunteered at a shelter where I saw this little puppy.
- (D) Ruffus is a good watch dog.

**Item Type:**

Single Select Response

**DOK Level:** 2

**Primary Knowledge and Skills measured:**

Strategically use language and vocabulary appropriate to the purpose and audience when revising or composing texts.

**Scoring:**

**1 correct: 1 mark**



**ITEM 4**

**This is the beginning of a story written by a student who wants to use dialogue.**

Sam was always afraid of different crawling and flying insects and lizards. Sam was screaming and running away every time he saw a moving spider or a running lizard. When Sam went on a field trip with his class, he didn't want his classmates and his teacher to know he was scared of insects.

1. "Are you afraid of this lizard, Sam?" the teacher smiled as she moved the tree branch away from Sam.
2. Sam almost fainted when he saw a lizard sitting on a tree branch.
3. "Not at all. Well, not really." Sam smiled hoping that his teacher hadn't noticed.

**In the dialogue that the student wants to use, place the three sentences, marked 1, 2 and 3, as shown above, in the correct order from the start of the dialogue to the end.**

- |                                    |                         |                         |                         |
|------------------------------------|-------------------------|-------------------------|-------------------------|
| Which sentence should come first?  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| Which sentence should come second? | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| Which sentence should come third?  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |

**Solution**

- |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Which sentence should come first?  | <input type="radio"/> 1            | <input checked="" type="radio"/> 2 | <input type="radio"/> 3            |
| Which sentence should come second? | <input checked="" type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            |
| Which sentence should come third?  | <input type="radio"/> 1            | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 |

**Item Type:**

Order Match

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

- Identify and order main ideas and supporting details
- Interpret messages moods, feelings and attitudes

**Scoring:**

- Level 3: 3 correct**
- Level 2: 2 correct**
- Level 1: 1 correct**
- Level 0: 0 correct**



**ITEM 5**

**Instruction:** Read the following poem carefully then answer the question.

**The Flattered Flying Fish**

Said the Shark to the Flying Fish over the phone:  
“Will you join me tonight? I am dining alone.  
Let me order a nice little dinner for two.  
And come as you are, in your shimmering blue.”

5 Said the Flying Fish: “Fancy remembering me,  
And the dress I wore at the Porpoises' tea!”  
“How could I forget?” said the Shark in his guile:  
“I expect you at eight!” and rang off with a smile.

10 She has powdered her nose; she has put on her things;  
She is off with one flap on her luminous wings.  
Oh little one, light-hearted and vain,  
The moon will not shine on your beauty again.

*Author: E. V. Rieu*

Which two statements BEST describe the main idea in the poem?

- (A) Not everyone will love you if you are beautiful.
- (B) It is always good to think before you act.
- (C) Sharks are always trying to eat other fish.
- (D) Things are not always what they seem.

**Solution**

- (A) Not everyone will love you if you are beautiful.
- (B) It is always good to think before you act.
- (C) Sharks are always trying to eat other fish.
- (D) Things are not always what they seem.

**Item Type:**

Multiple Selected Response

**DOK Level: 3**

**Primary Knowledge and Skills measured:**

- Use information emerging from prose, poetry, songs to make inferences/deductions
- Extract and interpret information presented at the literal inferential and critical levels.
- Infer main idea from both narrative and expository writing.

**Scoring:**

**1 correct: 1 mark**

**2 correct : 2 mark**



**Instruction:** Read questions 6 and 7 below carefully. Based on the context of the underlined word, choose the word which is **opposite** in meaning.

**ITEM 6**

Since it was a school day, Denise thought it was peculiar that she saw no children on the street during her drive to work.

- (A) normal
- (B) unusual
- (C) odd
- (D) weird

**ITEM 7**

John was bewildered when he saw the math teacher writing letters on the board that were to be added and subtracted. *Aren't letters for reading class?* John thought to himself.

- (A) baffled
- (B) enlightened
- (C) puzzled
- (D) perplexed

**Item Type:**

Single selected response

**DOK Level:** 1

**Primary Knowledge and Skills measured:**

- Identify analogies and other word relationships, including synonyms and antonyms, to determine the

**Scoring:**

**1 correct : 1 mark**



**ITEM 8**

**Instruction:** Identify the abstract noun in the sentence below.

The prefect was asked to man the class in the teacher's absence.

- (A) absence
- (B) man
- (C) class
- (D) teacher

**Solutions:**

- 6. A. normal
- 7. B. enlightened
- 8. A. absence

**Item Type:**

Single selected response

**DOK Level:** 1

**Primary Knowledge and Skills measured:**

- Distinguish between abstract and concrete nouns



**ITEM 9**

Read each passage below, then indicate what the author’s purpose is for each passage

What do you do with aluminium cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment.

**Entertain      Persuade      Inform**

(A)

(B)

(C)

This time, when Mr. Smith called on Miss Annie, Boysie could not deny that he had climbed the guinep tree. Boysie could not see his mother’s face from the hiding place he had found, but he knew from the tone of her voice that his punishment would be serious this time. He knew that he had to face his mother, but he was prepared to do so only after Mr. Smith had left.

(A)

(B)

(C)

We need a change at our school! I am the person for this job. I am an honour student who is involved in many different activities. I know I can make a difference! Vote for me, and our school will be even better.

(A)

(B)

(C)

Vote Candice Park!

**Item Type:**

Table Grid

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

- Cite evidence in text which identifies the author’s viewpoint

**Scoring:**

**Level 3: 3 correct**

**Level 2: 2 correct**

**Level 1: 1 correct**

**Level 0: 1 correct**



**Solution:**

**Item Type:**

Table Grid

**Entertain      Persuade      Inform**

What do you do with aluminium cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment.

(A)

(B)

This time, when Mr. Smith called on Miss Annie, Boysie could not deny that he had climbed the guinep tree. Boysie could not see his mother’s face from the hiding place he had found, but he knew from the tone of her voice that his punishment would be serious this time. He knew that he had to face his mother, but he was prepared to do so only after Mr. Smith had left.

(B)

(C)

We need a change at our school! I am the person for this job. I am an honour student who is involved in many different activities. I know I can make a difference! Vote for me, and our school will be even better.

(A)

(C)

Vote Candice Park!



Read the poem then indicate whether each statement is supported or not supported.

*Nature*

*We have neither summer nor winter  
 neither autumn nor spring.  
 We have instead the days  
 when the gold sun shines  
 on the lush canefields - magnificently.  
 The days when the rain beats  
 like bullets on the roofs  
 and there is no sound  
 but the swish of water in the gullies  
 and trees struggling in the high Jamaica winds.  
 Also there are the days  
 when leaves fade from off guango trees  
 and the reaped canefields  
 lie bare and fallow to the sun.  
 But best of all, there are the days  
 when the mango and the logwood blossom  
 When bushes are full of the sound of bees  
 and the scent of honey.  
 When the tall grass sways and shivers  
 to the slightest breath of air.  
 When the **buttercups**\* have paved the earth with yellow stars  
 and beauty comes suddenly, and the rains have gone.*

Author: H. D. Carberry

\* **buttercups**: large flowering plant with shiny, yellow petals

| Statement  | Supported             | Not supported         |
|--|-----------------------|-----------------------|
| The poet lives in a place that has a tropical climate. | <input type="radio"/> | <input type="radio"/> |
| The poet is describing a hurricane.                    | <input type="radio"/> | <input type="radio"/> |
| Bullets fell on the roof                               | <input type="radio"/> | <input type="radio"/> |

DOK Level: 2, 1, 2

**Primary Knowledge and Skills measured:**

- Interpret messages moods, feelings and attitudes conveyed in stories, poetry and prose.
- Use context clues techniques to determine word meanings
- Use evidence from the text to deduce implicit information.

**Scoring:**

**1 correct: 1 mark**





Language Arts

*Solution:*

**Statement**

**Supported**

**Not supported**

The poet lives in a place that has a tropical climate.

The poet is describing a hurricane.

Bullets fell on the roof



# Grade Five Mock Performance Tasks (Language Arts)

### Instructions Part 1 (45 minutes)

Now that you have read the sources, answer the questions below. Your answers will be scored. You may refer to the important points you made, as well as the sources. Your answers to these questions will help you write your essay in Part 2.

### Question 1

For each of the following statements, indicate using a tick (✓) whether the information in Source 1, Source 2, both sources, or neither source supports each statement (You can tick only one box for each statement).

| Statement  | Source 1 supports | Source 2 supports | Both Source 1 and Source 2 support | Neither Source 1 nor Source 2 support |
|--|-------------------|-------------------|------------------------------------|---------------------------------------|
| Donald Quarrie is considered one of the best athletes to represent Jamaica in track and field. |                   |                   |                                    |                                       |
| Jamaica's first Olympic gold in the 400 metres was won in 1948                                 |                   |                   |                                    |                                       |
| Jamaica's athletes have been able to do well in athletics as well as their school work.        |                   |                   |                                    |                                       |

**DOK Level: 2**

### Primary Knowledge and Skills measured:

- Organizing information located in various sources
- Identifying and ordering main ideas and supporting details

### Scoring:

- Level 3 - Student selects three correct responses
- Level 2 - Student selects two correct responses
- Level 1 - Student selects one correct response
- Level 0 - Student makes multiple selections within each row OR all the responses selected are incorrect.

**Student Responses:**



**Student A**

| Statement  | Source 1 supports | Source 2 supports | Both Source 1 and Source 2 support | Neither Source 1 nor Source 2 support |
|--|-------------------|-------------------|------------------------------------|---------------------------------------|
| Donald Quarrie is considered one of the best athletes to represent Jamaica in track and field. | ✓                 |                   |                                    |                                       |
| Jamaica's first Olympic gold in the 400 metres was won in 1948                                 |                   | ✓                 |                                    |                                       |
| Jamaica's athletes have been able to do well in athletics as well as their school work.        |                   |                   | ✓                                  |                                       |

**Level: 2**

The student has correctly identified the sources that support the statements in the first column. There is only one tick per row.

**Student B.**

| Statement  | Source 1 supports | Source 2 supports | Both Source 1 and Source 2 support | Neither Source 1 nor Source 2 support |
|--|-------------------|-------------------|------------------------------------|---------------------------------------|
| Donald Quarrie is considered one of the best athletes to represent Jamaica in track and field. | ✓                 |                   |                                    |                                       |
| Jamaica's first Olympic gold in the 400 metres was won in 1948                                 |                   | ✓                 |                                    |                                       |
| Jamaica's athletes have been able to do well in athletics as well as their school work.        |                   |                   |                                    | ✓                                     |

**Level: 1**

The student has correctly identified two of three sources that support the statements in the first column. There is only one tick per row.

**Student C.**

| Statement  | Source 1 supports | Source 2 supports | Both Source 1 and Source 2 support | Neither Source 1 nor Source 2 support |
|--|-------------------|-------------------|------------------------------------|---------------------------------------|
| Donald Quarrie is considered one of the best athletes to represent Jamaica in track and field. | ✓                 |                   | ✓                                  |                                       |
| Jamaica's first Olympic gold in the 400 metres was won in 1948                                 |                   | ✓                 | ✓                                  |                                       |
| Jamaica's athletes have been able to do well in athletics as well as their school work.        | ✓                 |                   | ✓                                  |                                       |

**Level: 0**

The student has incorrectly identified the sources that support the statements in the first column. There are multiple ticks per row.

**Question 2**



## Language Arts

What details in Source 1 show you that Jamaica's athletes are ranked among the best in the world? Use the details from Source 2 and 3 to support your answer.

### Student Responses

#### Student A

Donald Quamie was a Jamaican athlete that did track and field. He was a 4 time Olympic Medalist, 3 time Gold Medalist at the American Games and 6 time Gold Medalist at the Common Wealth games.

Auher Wint Know as a "Gentle Giant" was born in Plowden, Manchester, Jamaica. In 1937 he was the Jamaica Athlete of the year. The following year he won a gold medal in 800 meters. In 1973 he was awarded the Order of distinction.

In 2004 Olympic Games Jamaica won 2 gold, 1 silver and 1 bronze. In 2016 was the highest 6 gold medals 3 silver and 2 bronze.

Level: 3

ONE to TWO correctly stated details from Source 1

TWO correctly stated details from Source 2 and Source 3.

(At least one detail MUST be from each source)

#### Student B



Because Usain Bolt, Shelly-Ann Fraser-Pryce, Veronica Campbell Brown and Asafa Powell are world renowned Jamaican athletes. They deserve all the praise they receive for carrying the hopes of the country at various world championships and Olympic Games. We should never underestimate all they and others have achieved for our people. Arthur Wint was a Jamaican but he traveled around the world and do sports like running and long and high jump. Because in the 1948 London Games, Wint won Jamaica's first Olympic gold medal for the 400 metres (46.2 seconds), beating his team-mate Herb McKenley. In Helsinki 1952 he was part of the historic team setting the world record while capturing the gold in the 4 x 100 metres relay. Wint ran his final race in 1953 at Wembley Stadium, finished his internship and graduated as a doctor. Arthur Wint died on Heroes Day in Kinshed.

**Level: 2**

one correctly stated detail from Source 1

**At least ONE** correctly stated detail from **one Source** (Source 2 or Source 3).

**Student C**





Source 1 - Usain Bolt, Shelly Fraser-Pryce, Veronica Campbell Brown and Asafa Powell are world renowned Jamaica athletes.

Source 2 - Arthur Wint, known as the Gentle Giant, was born in Newton Mancho, Jamaica.

Source 3 - Every year Jamaica gets more points.

**Student D**

Usain Bolt - ran his final race in 2017 and he did not achieve what he wanted.

Shelly-Ann Fraser-Pryce - ran her final race in 2016 and came third.

Veronica Campbell-Brown should

Asafa Powell - is still trying to make Jamaica proud.

**Level: 1**

At least ONE correct detail from Source 1

**Level:**

**Organisation**

| Levels | Descriptors                     |
|--------|---------------------------------|
| 4      | effective                       |
| 3      | adequate                        |
| 2      | inconsistent                    |
| 1      | poor                            |
| 0      | transcription, blank, off topic |

**Elaboration**

| Levels | Descriptors                                 |
|--------|---|
| 4      | effective                                   |
| 3      | adequate                                    |
| 2      | partial                                     |
| 1      | minimal                                     |
| 0      | transcription, blank, off topic, irrelevant |

**Language**

| Levels | Descriptors                         |
|--------|-------------------------------------|
| 2      | Good use of language                |
| 1      | Limited use of language conventions |
| 0      | Transcription, scribbles, blanks    |



## Language Arts

### **Part 2**

You will now review your important points and the sources, then plan, draft and write your letter.

You may also look back at the answers you wrote to earlier questions.

Read the task and the information about how your letter will be scored, then begin your work.

#### *Task*

You are a member of your school's track team. Your mother is concerned that if you continue to be a part of the track team it will eventually cause your grades to fall. She is suggesting that you to give up the track team.

Using the information you have written from Sources 1, 2, and 3, write a letter to your mother in which you explain four reasons you think it is a good idea to remain on the track team.

For your letter to be well-written, it should have:

- The parts of a letter
- Explanation of four points
- good organization and a point of view
- details from more than one source
- followed rules of spelling, punctuation, and grammar

**Now you can start working on your letter.**

### **Student Responses**



Student A

Upton  
Lodge P.O.  
St. Ann  
June 18, 2018

Dear Mom

I know you want me to get off the track team because you think it will affect my schoolwork. But it will not. Most popular athletes are in university still training and getting good grades. You might be saying that's not me that's other persons but I can do the same. I am the best player on the team and it would be a shame if I leave. So I can manage my school work and my athletics.

If I stay on the team I can be bought by other schools. The next thing you know I might be the next Usain Bolt. I can do great things with this talent. You may be the famous mother of the fastest man in the world. So I hope you will take that into consideration.

**Level: 4**

Student explains **four** reasons for remaining on the track team.

Student uses **all** the information given in the prompt.

**Good use** of the conventions of written language.





## Language Arts

If I continue to be a athlete and work hard with my school work I can have multiple jobs. For example I can be a athlete and a accountant. That way I can make even more money. Maybe I can even get a scholarship and even excel more. I hope your thinking more about keeping me on the team.

I can even benefit health wise and social wise. In training it teaches us discipline for our coach and each other. It help me to eat healthy so in school work I can focus really well. It helps me to do things better and to be a great child and soon a great adult in the future. Now that you the great things about being a athlete, and I hope you let me remain in the track team.

Your Son

Cameron

Student B

St. Andrew.

June 17, 2018.

Dear Mom,

I am writing this letter to inform you why I think I should stay on the school track team. There are four important points why I think you should let me stay on the school track team.

One of the four important points is that every time I have to run or practise I get an opportunity to exercise which is a good thing. If I do not exercise there are chances of getting obese. If I am obese I cannot do all my daily activities.

Being on the track team means I can represent my school. It means a lot to me to be able to represent my school. When I represent my school, I want people to know it does not matter where you come from what race you are from you can do anything once you put your mind to it. To me it is important for people to know you can be independent in your own way.

It is also very helpful for me to prepare for the future. I do not know if I will become an athlete. If I become an athlete not only will I represent my country I will currently have a great experience and might become a great athlete. If I become a construction worker or garbage collector I will be use to a heavy load with the camera of push-ups I do before my sprints.

Last but not least is my fourth and final point. When someone is running it is not all about the legs. You also need your arms to run as well. That way not only do I write faster another advantage is that I will be more aware of my surroundings. I hope you understand why I want to stay on the track team.

Your son,  
Michael.**Level: 3**

student mentions four reasons for remaining on the track team.

However, **only three are explained.**

**Fair use** of the conventions of written language.

At least three parts of a letter (body and two other) are included.



Student C

St. James,

June 12, 2012.

Dear mother

I am writing this letter to tell you all about sources 1, 2 and 3. The four reasons why I think it is a good idea to remain on the track team. Some people may say it is very important to be a athlete to run for your country, but that isn't my main reason. Mother I am already on the track team and I can't come off the team because she says I am too fast to come off it and they are going to be so sad and I don't want that for my team. I now that if I continue to be a part of this my grades will drop lower and lower in class and I don't want to let down my school, but I can't come off it. The reason why I will remain on the track team because I am so fast for

The track team. I reason why because I always put the effort in it. Hope you enjoyed it.

Your daughter

**Level: 2**

student mentions **two** to **four** reasons for remaining on the track team.

**Only ONE or TWO are explained or NONE is explained.**

Conventions (surface features) **may** be incorrectly used.



Student D

Stella  
 June 15, 2016  
 Dear Mom,  
 I know you think my grades are...

**Level: 1**

One bit of information related **or** unrelated to the task (may be the address of the letter, the salutation or just what could be considered to be the body of the letter). Information given **must** be a **complete thought**.

Student E

abcdefghijklmnopqrstuvwxyz

**Level: 0**

No response, **scribbles**, transcription of tasks, sentence fragments, list of words.

# Social Studies Sample Items and Solutions

## ITEM 1

Country D is on the road to self-government. Which **two** (2) options present arguments in support of the country's move?

- A Citizens of the country will now have a say in how the country is governed.
- B Citizens will now be able to participate in peaceful demonstrations.
- C The country will now be able to progress in the way that its citizens think is best.
- D Citizens will now be free to travel to other countries.

### *Solution:*

- Citizens of the country will now have a say in how the country is governed.
- B Citizens will now be able to participate in peaceful demonstrations.
- The country will now be able to progress in the way that its citizens think is best.
- D Citizens will now be free to travel to other countries.

### Item Type:

Multiple Selected Response

DOK Level: 3

### Primary Knowledge and Skills measured:

Weigh the arguments for and against being an independent nation and draw conclusions about Jamaica's decision to pursue independence.

### Scoring:

- Level 2  
Both correct options chosen
- Level 1  
Only one of the two correct options chosen
- Level 0  
No correct option chosen





### ITEM 2

The Culture Club of your primary school wants you to write an essay about the East Indians who settled in the Old Harbour community as indentured servants. Which **two** (2) of the following sources would be most helpful in writing the essay?

- (A) Church and school records
- (B) Photographs of old buildings
- (C) The headstones in different burial plots/cemeteries
- (D) Interviews with current community members

#### **Solution:**

- Church and school records
- Photographs of old buildings
- The headstones in different burial plots/cemeteries
- Interviews with current community members in different burial plots/cemeteries

#### **Item Type:**

Multiple Selected Response

#### **DOK Level: 2**

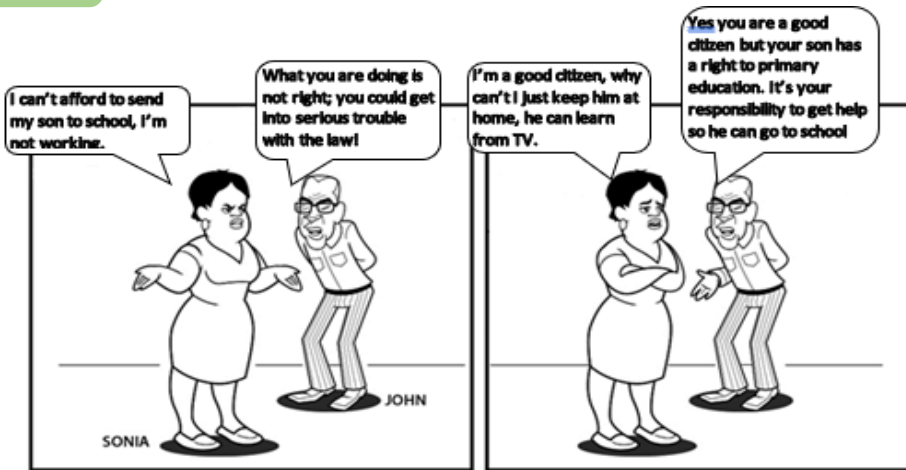
#### **Primary Knowledge and Skills measured:**

Gather information from multiple sources using the origin to guide the selection.

#### **Scoring:**

- Level 2  
Both correct options chosen
- Level 1  
Only one of the two correct options chosen
- Level 0  
No correct option chosen

**ITEM 3**



In the cartoon above, two Jamaican citizens are having a conversation. John has concerns about Sonia’s child who has not been going to primary school.

For each of the following, indicate by shading the circle, whether it supports OR does not support what John is trying to tell Sonia.

| Statement   | Support               | Does Not Support      |
|---|-----------------------|-----------------------|
| Primary education is a right in Jamaica               | <input type="radio"/> | <input type="radio"/> |
| Parents have a right to deny their children education | <input type="radio"/> | <input type="radio"/> |
| Rights come with some responsibility                  | <input type="radio"/> | <input type="radio"/> |

**Solution:**

| Statement   | Support                          | Does Not Support                 |
|---|----------------------------------|----------------------------------|
| Primary education is a right in Jamaica               | <input checked="" type="radio"/> | <input type="radio"/>            |
| Parents have a right to deny their children education | <input type="radio"/>            | <input checked="" type="radio"/> |
| Rights come with some responsibility                  | <input checked="" type="radio"/> | <input type="radio"/>            |

**Item Type:**

Table Grid

**DOK Level:** 2

**Primary Knowledge and Skills measured:**

Examine the rights of a Jamaican citizen and develop a list of responsibilities of a citizen that complement these rights.

**Scoring:**

- Level 3  
All three correctly shaded
- Level 2  
Any two correctly shaded
- Level 1  
Only one correct shaded
- Level 0  
None correctly shaded

NOTE: only one shaded circle is allowed for each row. More than one shaded circle in a row will not be scored



ITEM 4

***Jamaica, Haiti and Cuba took the same path towards independence.***

- (a) Do you agree with this statement?    Yes     No
- (b) Which of the following **two** (2) reasons support your choice in (a) above?
- (A) The countries gained independence during the same period.
  - (B) The countries took different paths; some fought for their independence while the other came to an agreement with its colonizer.
  - (C) The countries had military leaders who won wars which led to their independence.
  - (D) The countries did not gain independence from the same European Nation.

**Solution:**

- (a) Do you agree with this statement?    Yes     No
- (b) Which of the following **two** (2) reasons support your choice in (a) above?
- (A) The countries gained independence during the same period.
  - (B) The countries took different paths; some fought for their independence while the other came to an agreement with its colonizer.
  - (C) The countries had military leaders who won wars which led to their independence.
  - (D) The countries did not gain independence from the same European Nation.

**Item Type:**

Yes/No with explanation

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

Compare the path to independence taken by Jamaica, Haiti and Cuba.

**Scoring:**

Level 2

Both correct options chosen

Level 1

Only one of the two correct options chosen

Level 0

No correct option chosen



**ITEM 5**

**A country’s national symbols and emblems are important to its nationhood.**

Indicate, by shading the circle in the appropriate column, the reasons which support or do not support the statement above.

| <b>Reasons</b>                                      | <b>Support</b>        | <b>Does Not Support</b> |
|---|-----------------------|-------------------------|
| They help to foster economic development            | <input type="radio"/> | <input type="radio"/>   |
| They help to develop a sense of identity            | <input type="radio"/> | <input type="radio"/>   |
| They help citizens to strive for quality education. | <input type="radio"/> | <input type="radio"/>   |

**Solution:**

| <b>Reasons</b>                                      | <b>Support</b>                   | <b>Does Not Support</b>          |
|---|----------------------------------|----------------------------------|
| They help to foster economic development            | <input type="radio"/>            | <input checked="" type="radio"/> |
| They help to develop a sense of identity            | <input checked="" type="radio"/> | <input type="radio"/>            |
| They help citizens to strive for quality education. | <input type="radio"/>            | <input checked="" type="radio"/> |

**Item Type:**

Table Grid

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

Explain what national symbols and emblems are and analyse their importance to nationhood.

**Scoring:**

- Level 3  
All three correctly shaded
- Level 2  
Any two correctly shaded
- Level 1  
Only one correctly shaded
- Level 0  
None correctly shaded  
**shaded**

ITEM 6



Which **two** (2) of the following options describe how the agency represented above fosters integration in the Caribbean?

- (A) It offers loan to small businesses in the Caribbean that sells disaster relief supplies.
- (B) It offers emergency response and relief to Caribbean countries affected by a disaster.
- (C) It offers media services to Caribbean countries during a disaster.
- (D) It provides information about disasters in the Caribbean.

**Solution:**

- (A) It offers loan to small businesses in the Caribbean that sells disaster relief supplies.
- (B) It offers emergency response and relief to Caribbean countries affected by a disaster.
- (C) It offers media services to Caribbean countries during a disaster.
- (D) It provides information about disasters in the Caribbean.

**Item Type:**

Multiple Selected Response

**DOK Level:** 2

**Primary Knowledge and Skills measured:**

- Identify regional organizations, describe their functions and
- Use evidence to assess how these organizations foster integration (CARICOM, CDEMA, CXC, UWI, West Indies Cricket team)

**Scoring:**

- Level 2  
Both correct options chosen
- Level 1  
Only one of the two correct options chosen
- Level 0  
No correct option chosen



**ITEM 7**

For the three (3) persons listed, indicate whether a push or pull factor led them to Jamaica.

- a. Chin Lee lived in Portland during the 19<sup>th</sup> century. He migrated from China to improve his living conditions.
- b. Shi Yen moved to Jamaica from his hometown in China 20 years after emancipation.
- c. Rajpaul Singh left his family in 1900 and came to Jamaica because they were very poor.

|               | <b>Push Factors</b>   | <b>Pull Factors</b>   |
|---------------|-----------------------|-----------------------|
| Chin Lee      | <input type="radio"/> | <input type="radio"/> |
| Shi Yen       | <input type="radio"/> | <input type="radio"/> |
| Rajpaul Singh | <input type="radio"/> | <input type="radio"/> |

**Solution:**

|               | <b>Push Factors</b>              | <b>Pull Factors</b>              |
|---------------|----------------------------------|----------------------------------|
| Chin Lee      | <input type="radio"/>            | <input checked="" type="radio"/> |
| Shi Yen       | <input type="radio"/>            | <input checked="" type="radio"/> |
| Rajpaul Singh | <input checked="" type="radio"/> | <input type="radio"/>            |

**Item Type:**

Table Grid

**DOK Level: 1**

**Primary Knowledge and Skills measured:**

Distinguish between the pull and push factors that led to migration of the East Indians and the Chinese to the Caribbean.

**Scoring:**

- Level 3  
All three correctly shaded
- Level 2  
Any two correctly shaded
- Level 1  
Only one correctly shaded
- Level 0  
None correctly shaded



**ITEM 8**

Read the following and then answer the question below.

Fifty people met in the center of Lionel Town to protest the building of a new road. Some were holding placards which said *"We want this place for a park."* While others were singing *"Our children will be in danger from trucks and cars."*

Which **two** (2) of the following rights did the people exercise in their protest?

The right to:

- (A) free speech
- (B) free press
- (C) distribute information
- (D) assemble peacefully
- (E) a healthy environment

**Solution:**

- (A) free speech
- (B) free press
- (C) distribute information
- (D) assemble peacefully
- (E) a healthy environment

**Item Type:**

Multiple Selected Response

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

Distinguish between rights and responsibilities of citizens

**Scoring:**

- Level 2  
Both correct options chosen
- Level 1  
Only one of the two correct options chosen
- Level 0  
No correct option chosen

**ITEM 9**

*Without the atmosphere the Earth will always be cold.*

For each of the following, indicate by shading the argument that supports or does not support the statement above.

| Argument   | Supports              | Does not support      |
|--|-----------------------|-----------------------|
| The atmosphere contains gases that protect the Earth’s surface from the Sun’s harmful rays | <input type="radio"/> | <input type="radio"/> |
| The atmosphere contains greenhouse gases which acts like the Earth’s blanket               | <input type="radio"/> | <input type="radio"/> |
| The atmosphere contains gases that helps to keep the Earth cool                            | <input type="radio"/> | <input type="radio"/> |

**Solution:**

| Argument   | Supports                         | Does not support                 |
|--|----------------------------------|----------------------------------|
| The atmosphere contains gases that protect the Earth’s surface from the sun’s harmful rays | <input type="radio"/>            | <input checked="" type="radio"/> |
| The atmosphere contains vital greenhouse gases which acts like the Earth’s blanket         | <input checked="" type="radio"/> | <input type="radio"/>            |
| The atmosphere contains gases that helps to keep the Earth cool                            | <input type="radio"/>            | <input checked="" type="radio"/> |

**Item Type:**

Table Grid

**DOK Level:** 3

**Primary Knowledge and Skills measured:**

Use evidence to support arguments which show the importance of maintaining the Earth’s atmosphere

**Scoring:**

- Level 3  
All three correctly shaded
- Level 2  
Any two correctly shaded
- Level 1  
Only one correct shaded
- Level 0  
None correctly shaded

NOTE: only one selection is allowed for each row. More than one tick in a row will not be scored

**ITEM 10**

Examine the graphs provided and respond to the task that follows.

**Big Tree Village: 54 meters above sea level**



**Orange Town: 2000 meters above sea**



From the choices given, shade one letter in each space so that the resulting sentence that follows is correct.

Choices: (A) higher (B) cooler (C) same (D) hotter (E) lower

Orange Town is  A  B  C  D  E in temperature

because it is of a  A  B  C  D  E altitude than Big Tree Village.

**Item Type:**

Order Match

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

Interpret simple climate graph

**Scoring:**

- Level 2  
Both correct options inserted
- Level 1  
Only one of the two correct options inserted
- Level 0  
No correct option inserted

**Solutions:**

Orange Town is  A  B  C  D  E in temperature

because it is of a  A  B  C  D  E altitude than Big Tree Village.

**OR**

Orange Town is  A  B  C  D  E in temperature

because it is of a  A  B  C  D  E altitude than Big Tree Village.

# Grade Five Mock Performance Tasks (Social Studies)

## **General Instructions:**

This task has two parts: Part 1 has three questions, and Part 2 has a report.

## **EROSION IN GARDEN TAVERN**

You are the leader of the environmental club of your school. Your school principal has called you into her office to tell you about an urgent project. “The people in your community are concerned about erosion in the area. The plan is to have an environmental club meeting to discuss the issue of soil erosion in the community. Students, parents, teachers and the members of the community will be invited.”

“I need you to summarize what you have learned about soil erosion in our community and report to me next week.”

You went to the library and found three relevant sources on the topic; a passage, a cartoon, and a pie chart. You must review these sources before reporting to the principal.

## **INSTRUCTIONS TO BEGIN:**

You will read the passage and the cartoon and then examine the pie chart. You may make notes from each of the sources. You can use your notes to answer questions in Part 1 and to help you to write the report in Part 2.



## SOURCE 1

### Erosion in Garden Tavern

The land in the community of Garden Tavern seems to be getting smaller and smaller as water and wind continue to remove the topsoil. Community members who are over fifty years old are shocked to see that areas in the community where they played as children now have deep holes.

The main economic activity in Garden Tavern is farming; over the years the farmers have been clearing the land by weeding and burning. The farmers who plant yams on the hillside have cut down all the trees in order to plant their crops. The main source of water supply is a river that runs through the community. The residents use the water for all their domestic purposes—washing, cooking, and bathing. Several years ago they caught fishes in the river which formed part of their diet. However, persons have been dumping garbage in the river and the river is now getting closer and closer to their homes. Recently, the river has overflowed its bank and caused damage to many houses and washed away crops.

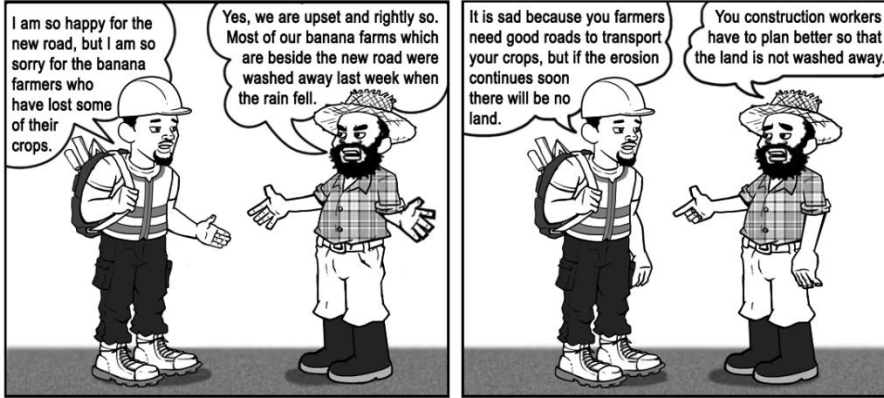
The most recent concern to the members of the community is a new road which passes through the community. Since the road was built more mud and stones have washed through the community, removing topsoil and leaving large holes all over.

Many of the people feel that Garden Tavern might soon disappear; they want back their community the way it was ten years ago.

*Passage taken from The Environment Today Magazine*

### SOURCE 2

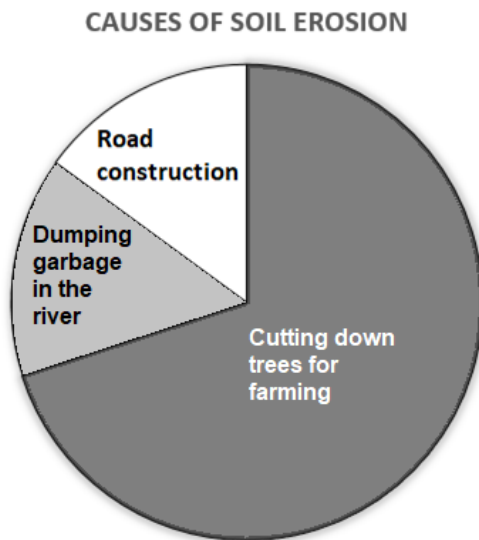
In the cartoon below, a farmer and a road construction worker discuss the issue of soil erosion in their community.



*Cartoon taken from Garden Tavern Newsletter:*

### SOURCE 3

The president of the Garden Tavern Citizens Association did a survey among the members of the community to find out what they think are the causes of soil erosion. The result is presented in the pie chart.



**Write the important points from the sources**

*These points will not be scored*

|                 |  |
|-----------------|--|
| <b>Source 1</b> |  |
| <b>Source 2</b> |  |
| <b>Source 3</b> |  |

**Instructions for Part 1 (30 minutes)**

Now that you have read the sources and examined the pie chart, answer the questions below. Your answers will be scored. You may refer to the important points you made on page 5, as well as the sources. Your answers to the questions in Part 1 will help you write your report in Part 2.

**Questions**

1. Look at the questions in the table. Decide if the information in Source 1, Source 2, or Source 3 will provide answers to each question. Put a tick (✓) in the box to match the source that provides an answer for each question. You can tick more than one box for each question.

| Question                                   | Source 1 | Source 2 | Source 3 |
|--|----------|----------|----------|
| Why is topsoil important?                  |          |          |          |
| Which human activities cause soil erosion? |          |          |          |

Student Responses

Student A (Level 2)

| Question                                   | Source 1 | Source 2 | Source 3 |
|--|----------|----------|----------|
| Why is topsoil important?                  | ✓        |          |          |
| Which human activities cause soil erosion? | ✓        | ✓        | ✓        |

Student B (Level 1)

| Question                                   | Source 1 | Source 2 | Source 3 |
|--|----------|----------|----------|
| Why is topsoil important?                  | ✓        |          |          |
| Which human activities cause soil erosion? |          |          | ✓        |

**Scoring:**

All entries correct

**Scoring:**

At least **one** entry is correct

Student C (Level 0)

| Question   | Source 1 | Source 2 | Source 3 |
|--|----------|----------|----------|
| Why is topsoil important? because we need it for our plants      |          |          |          |
| Which human activities cause soil erosion? Cutting down of trees |          |          |          |

**Scoring:**

Blank

2. Which source is the **most** helpful in answering the question below?

*What are the problems caused by soil erosion in Garden Tavern?*

Explain why this source is the **most** helpful. In your explanation give **two** details from the source.

**Student Responses**

**Student A**

Source 1  
 This is the most helpful because it tells you what is happening in Garden Tavern such as the problems caused by the soil erosion and what cause the soil erosion here a two problems that are soil erosion caused the river overflow its bank and caused damage to many houses it also caused deep holes in the community That is why I think it is the most helpful source.

**Scoring:**

Level 2

Most helpful source is identified with adequate evidence-based explanation of why the source is most helpful. The source is supported by two details from the selected source.

**Student B**

The most helpful source about the question is source 1. It tell you the things that are cause by soil erosion. It washes away crops and damage houses. That's all the problems caused by soil erosion is Garden Tavern

**Scoring:**

Level 1

Most helpful source is identified with partial or very limited evidence-based explanation of why the source is most helpful. The explanation is supported by one related detail from the source.

**Student C**

I think source 3 tells us more because it shows us the pie chart that shows the amount of trees are cutted down, the garbage in the river and also shows us the road construction. Showing us the chart help us because it shows the problem and it shows us what the problem is about and how big the problem is so it is very help full in that way these problems really need to be fixed. The tree needs to be grown back because we need breeze and oxygen. We need to stop throwing garbage in the river cause the kids play in the river and bathe to. They need to fix the road cause the farmers need to transport their crops & we need to drive aswell.

**Scoring:**

Level 0

Explanations and details are incorrect.



 Social Studies

3. Which two of the three sources provide factual information, and which one provides an opinion about soil erosion in Garden Tavern?

Use **one** detail from each Source to support your choices.

Student A

Source 1 and Source 2 provide factual information.

Source 3 provides opinion on soil erosion in Garden Tavern.

Source 1  
Recently, the river has overflowed and caused damage to many houses and wash away crops.

Source 2  
Most of the barriers were washed away when the rain fell.

Source 3  
Almost  $\frac{3}{4}$  of the farmland is taken up by cutting trees down for farming and over  $\frac{1}{4}$  is taken up by both Road construction and dumping garbage in the river.

**Scoring:**

Level 2

Answer identified the three sources correctly. The choices are supported by one related detail from each source. One of the three selected details is loosely related.

**Student B**

The two sources that provide factual information is source 1 and source 2 and source that is an opinion is source 3 about soil erosion. The reason why I said source 1 and source 2 shows factual information is because sources 1 and 2 actually speaks about but source 3 I guess it is opinion because they probably think their was alot of trees cutted down and the garbage is alot so think its that.

**Scoring:**

Level 1

Answer identified the three sources correctly with one source supported by related detail.

**Student C**

Source 1 & 2  
Source 1 provide factual information and source 1 provides opinion about soil erosion in garden Tavern. Source 1 they said that they use the water from the river to do domestic purpose and source 2 said that when the men built the new road the banana crops was falling.

**Scoring:**

Level 0

Answer identified one source correctly with no explanation and details which is loosely related.



**Directions for Part 2 (35 minutes)**

You will now review your important points and sources, then write your report.

You may also look back at the answers you wrote in Part 1.

**Read the task and the information about what to include in your report, and then begin your work.**

**Task**

Your principal asked you to use the important points you made and the two factual sources to write the report about soil erosion in Garden Tavern. Your report should answer the following questions:

- What are the problems that the Garden Tavern community is facing because of soil erosion?
- What human activities contribute to soil erosion in Garden Tavern?
- What can the citizens of Garden Tavern do differently to reduce soil erosion?

Your task is to write your report using information from the two factual sources. Choose the most important information from the two sources to support your answers. Your report should be three to four paragraphs long.

Student A

The residents of Garden Tavern are facing deep holes in the roads. Mud and stones have washed through the community, removing topsoil and leaving large holes all over the place.

The human activities that contribute to soil erosion in the community are the road

construction. The building of the road is not properly adjusted to the land, continues to wash or wear away. Dumping garbage in the river. This causes the river to overflow then, it wash away the soil. Cutting down the trees for farming. This process is called deforestation. The root of a tree holds the soil together. Cutting down trees makes soil erosion to occur frequently.

Citizens of Garden Tavern can do things to prevent soil erosion. 1. Properly adjust to the condition of roads. 2. Do not dump garbage in the river causing it to overflow. 3. Stop the deforestation causing the rain to wash away topsoil.

**Scoring:**

Level 4

All three research questions clearly answered. The relevant evidence from the two factual sources is used for answering the three research questions.

**Student B**

During soil erosion some damages happen to communities. I will be talking about a community called Garden Tavern. The problems that the Garden Tavern community is facing are very serious. It could damage many persons home right now.

The problems that the Garden Tavern community is facing are deep holes in roads, mud and stones spreading through the community and water flooding through the community. Some of the human activities that contribute to soil erosion in Garden Tavern are Road

Constructing, & dumping garbage in the river, which makes the river get closer and closer to their homes. Did you know that farming is the main economic activity in Garden Tavern?

What can the citizens of Garden Tavern do differently to reduce soil erosion? They can start planting the plants near buildings are where they're are not going to be flooded.

**Scoring:**

Level 3

Three research questions answered. However, one research question has a limited answer. The relevant evidence from at least one factual source is used to answer two research questions.

Student C

The Community of Garden Tavern is having soil erosion. The problems they are having soil erosion is because the cutting down of trees when they cut down the trees they need to grow them back so the soil can not be affect to much rain fall would let them have flood and the soil would wash away.

The river is another effect kids play, bathe and wash in the river. The main thing in Garden Tavern is that they need to fix the road that the banana farmer's can transport their crops.

The way we can change this is if we stop dumping garbage in the river, when we cut down trees we should plant them back we need to fix the road so that the farmer's can transport their crops and other people in the community can drive properly and there would be no pot holes.

**Scoring:**

Level 2

Limited answer to two research questions. The answer to one research question is missing. The relevant evidence for at least one research question is presented from at least one source.



Student D

Miss I am writing this report to tell you to tell you what are soil erosions, soil erosion is wind: water wash away to the top soil first question what are the problems that the Garden Tavern community is facing because of soil erosion the reason why is because many of them feel that Garden Tavern might soon disappear, they want back their

community the way it was in ten years. Second question what human activities contribute to soil erosion in Garden Tavern the only activity is farming final question what can the citizens of Garden Tavern do differently to reduce soil erosion because they are completely different for each other or one another.

**Scoring:**

Level 1

This student provided minimal answer to one research question. The answers to two research questions are missing. The evidence is presented from at least one source.



Student E

The land in the community of Garden Tavern seems to be getting smaller and smaller as wind and water continue to remove the topsoil. Community members who are over fifty years old are shocked to see the community where they as children now have deep holes.

The main economic activity in Garden Tavern is farming; over the years the farmers have been clearing the land by

weeding and burning. The farmers who plant yams on the hillside have cut down the trees in order to plant their crops. The main source of water supply is a river that runs through the community. The residents use the water for all their domestic purposes - washing, cooking and bathing. Several years ago they caught fishes in the river which formed part of their diet. However, persons have been dumping garbage in the river is now getting closer and closer to their homes. Recently, the river has overflowed its banks and caused damage to many houses and washed away crops. The most recent concern to the members of the community is a new road town which passes through the community.

Scoring:

Level 0

Transcription



# Mathematics Sample Items and Solutions

## ITEM 1

If the symbol  $\blacklozenge$  is an odd whole number, which of the expressions will always be odd, sometimes be odd or never be odd? Shade the letter that matches your answer.

| Expression                  | Always Odd              | Sometimes Odd           | Never Odd               |
|-----------------------------|-------------------------|-------------------------|-------------------------|
| a. $\blacklozenge + 5$      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| b. $\blacklozenge \times 5$ | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| c. $\blacklozenge + 2$      | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |
| d. $\blacklozenge \times 2$ | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C |

**Solution:**

| Expression                  | Always Odd                         | Sometimes Odd                      | Never Odd                          |
|-----------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. $\blacklozenge + 5$      | <input type="radio"/> A            | <input type="radio"/> B            | <input checked="" type="radio"/> C |
| b. $\blacklozenge \times 5$ | <input type="radio"/> A            | <input checked="" type="radio"/> B | <input type="radio"/> C            |
| c. $\blacklozenge + 2$      | <input checked="" type="radio"/> A | <input type="radio"/> B            | <input type="radio"/> C            |
| d. $\blacklozenge \times 2$ | <input type="radio"/> A            | <input type="radio"/> B            | <input checked="" type="radio"/> C |

**Item Type:**

Table Grid

**DOK Level:** 2

**Primary Knowledge and Skills measured:**

- Use substitution in formulae, algebraic sentences and inequalities in problem solving
- Substitute a number for a variable in a mathematical sentence with up to two variables

**Scoring:**

Level 2 – Three or Four rows correct

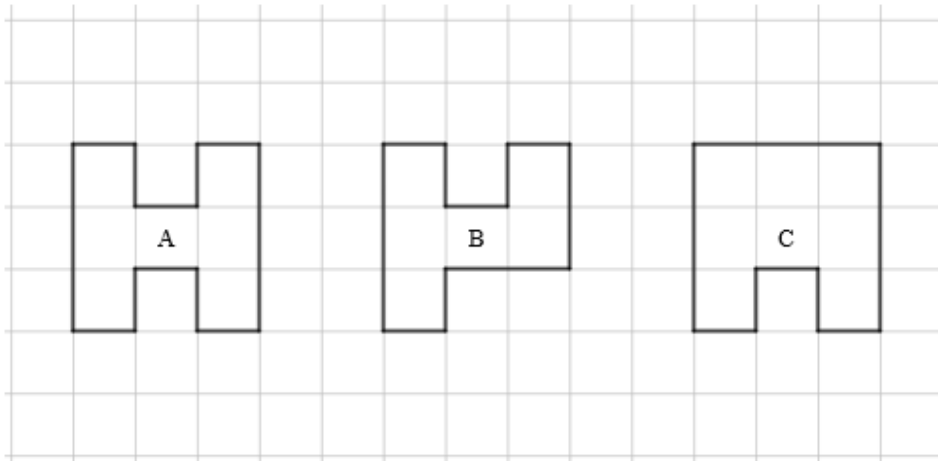
Level 1 – One or two rows correct

Level 0 – None correct or blank



ITEM 2

In the grid shown below, there are three pathways labelled A, B and C.



For each of the following statements, indicate by shading the circle whether the statement is true (T) or false (F).

| Statement                          | True                  | False                 |
|------------------------------------|-----------------------|-----------------------|
| Pathway A is longer than Pathway B | <input type="radio"/> | <input type="radio"/> |
| Pathway A is longer than Pathway C | <input type="radio"/> | <input type="radio"/> |
| Pathway B is longer than Pathway C | <input type="radio"/> | <input type="radio"/> |

**Solution:**

| Statement                          | True                             | False                            |
|------------------------------------|----------------------------------|----------------------------------|
| Pathway A is longer than Pathway B | <input checked="" type="radio"/> | <input type="radio"/>            |
| Pathway A is longer than Pathway C | <input checked="" type="radio"/> | <input type="radio"/>            |
| Pathway B is longer than Pathway C | <input type="radio"/>            | <input checked="" type="radio"/> |

**Item Type:**

Table Grid

**DOK Level:** 1

**Primary Knowledge and Skills measured:**

- Compute the perimeter of regular and irregular plane shape using units of measurement for length.

**Scoring:**

Level 3 – Three rows correct

Level 2 – Two rows correct

Level 1 – One row correct

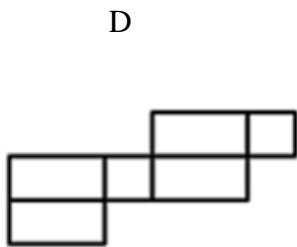
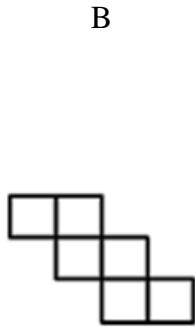
Level 0 – Blank; None correct





ITEM 3

Classify each net as representing a rectangular prism, a triangular prism, or a pyramid.



Shade the letters for each net that is in the correct column below.

Nets forming a Rectangular Prism

(A)

(B)

(C)

(D)

(E)

(F)

Nets forming a Triangular Prism

(A)

(B)

(C)

(D)

(E)

(F)

Nets forming a Pyramid

(A)

(B)

(C)

(D)

(E)

(F)

Item Type:

Table Grid

DOK Level: 2

Primary Knowledge and Skills measured:

- Recognize faces, edges, vertices of a solid and classify solids according to number and shape of their faces
- Classify solid shapes (prisms, pyramids and polyhedron) according to their properties.
- Draw and describe nets of prisms: triangular base

Scoring:

Level 4: All six options correctly placed

Level 3: 4 – 5 options correctly placed

Level 2: 2 – 3 options correctly placed

Level 1: 0 – 1 option correctly placed

Level 0: No response



*Solution:*

Nets forming a  
Rectangular Prism

A

C

E

F

Nets forming a  
Triangular Prism

A

B

C

D

E

Nets forming a  
Pyramid

B

D

F



**ITEM 4**

In a certain herd of goats, all the goats are either black or white. How many female goats in the herd are black?

Which **three (3)** of the following statements together provide additional information that is enough to answer the question?

- (A) The number of goats in the herd
- (B) The number of male goats in the herd
- (C) The number of black male goats in the herd
- (D) The number of white female goats in the herd

**Solution:**

- The number of goats in the herd
- The number of male goats in the herd
- The number of black male goats in the herd
- The number of white female goats in the herd

**Item Type:**

Multiple Selected Response

**DOK Level: 2**

**Primary Knowledge and Skills measured:**

- Select data relevant to a problem when finding its solution

**Scoring:**

Level 2 – All three statements selected are correct

Level 1 – Any two or one correct statements selected

Level 0 – Incorrect statement selected



ITEM 5

At a certain competition, each of the four members of the Jamaican track team ran a different distance. The total distance ran by the four team members was 8 kilometres. If the longest distance ran by a member of the team was 3 kilometres, what could be the shortest distance run by a member of the team?

For each of the following, indicate true (T) or false (F) which could be or could not be the shortest distance run.

| Shortest distance run | Could be              | Could not be          |
|-----------------------|-----------------------|-----------------------|
| 4 kilometres          | <input type="radio"/> | <input type="radio"/> |
| 1 kilometre           | <input type="radio"/> | <input type="radio"/> |
| 100 metres            | <input type="radio"/> | <input type="radio"/> |

*Solution:*

| Shortest distance run | Could be                         | Could not be                     |
|-----------------------|----------------------------------|----------------------------------|
| 4 kilometres          | <input type="radio"/>            | <input checked="" type="radio"/> |
| 1 kilometre           | <input checked="" type="radio"/> | <input type="radio"/>            |
| 100 metres            | <input checked="" type="radio"/> | <input type="radio"/>            |

**Item Type:**

Table Grid

**DOK Level:** 3

**Primary Knowledge and Skills measured:**

- Make reasonable estimate when computing with whole numbers

**Scoring:**

Level 2 – All three rows are correct

Level 1 – One or Two rows are correct

Level 0 – None of the rows or correct; blank



## ITEM 6

The table below shows the relationship between the number of a term in a pattern and the value of that term. The same rule is used to find the value of the term in each row.

| Term Number | Value of Term |
|-------------|---------------|
| 1           | 3             |
| 2           | 5             |
| 3           | 7             |
| 4           | 9             |
| $n$         | ?             |

Based on the pattern shown in the table, the value of the 3<sup>rd</sup> term is 7. Which of the following expressions could represent the value of the  $n^{\text{th}}$  term?

- (A)  $3n$       (B)  $n + 2$       (C)  $n + 5$       (D)  $2n + 1$

Solution:

- (A)  $3n$       (B)  $n + 2$       (C)  $n + 5$         $2n + 1$

**Item Type:**

Single Selected Response

**DOK Level: 2****Primary Knowledge and Skills measured:**

- Investigate tables of values to develop algebraic expressions to represent any term in a simple numeric pattern and use these expressions to make predictions.

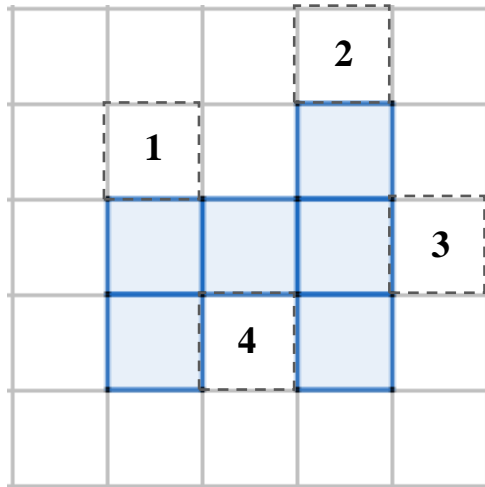
**Scoring:**

1 mark for the correct answer



ITEM 7

Six (6) squares were shaded in a grid to make the figure shown below.



Which **one** square (1, 2, 3 or 4) should be shaded so that the perimeter of the new figure is **less** than that of the original figure?

Ⓐ

Ⓑ

Ⓒ

Ⓓ

**Solution:**

Ⓐ

Ⓑ

Ⓒ



**Item Type:**

Single Selected Response

**DOK Level:** 2

**Primary Knowledge and Skills measured:**

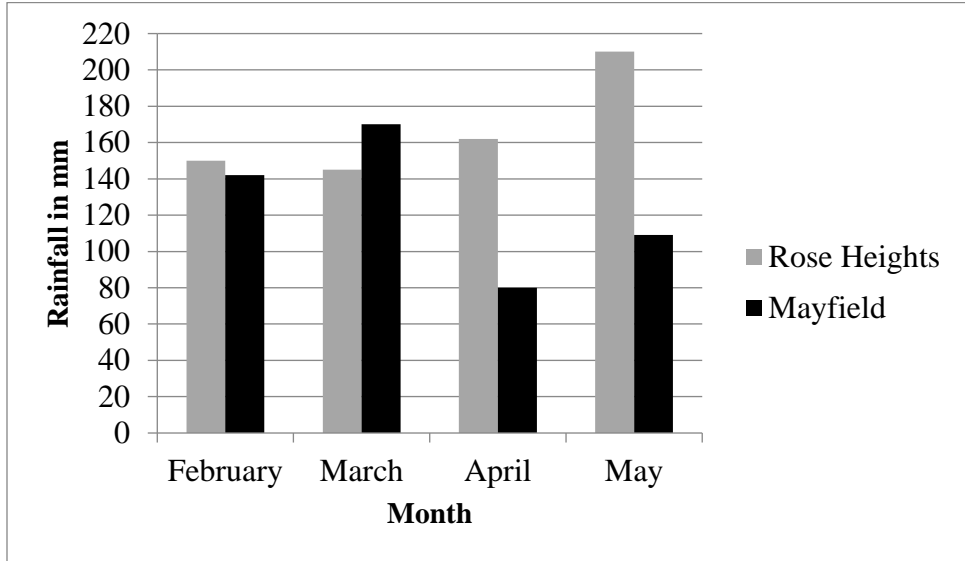
- Compute the perimeter of regular and irregular plane shape using units of measurement for length.

**Scoring:**

1 mark for the correct answer



The graph below shows the average monthly rainfall in Rose Heights and Mayfield for 4 months of 2016. The amounts have been rounded to the nearest whole millimetre. Use the graph to answer questions 8 and 9.



**ITEM 8**

In which month, was the difference in the average rainfall between the two cities the greatest? Shade the circle beside your choice.

- (A) April    
  (B) February    
  (C) March    
  (D) May

**ITEM 9**

Which **two (2)** conclusions can be drawn from the given set of data? Shade the circle for the ones that apply.

- The average rainfall in Rose Heights increased significantly between April and May.
- Rose Heights experienced less rainfall than Mayfield each month.
- The average rainfall in Mayfield fluctuated over the four-month period.
- The greatest total average rainfall in both cities happened in March.
- None of the two cities recorded less than 100 mm of rainfall.

**Item Type:**

Single selected response

Multiple Selected Response

**DOK Level: 1, 2**

**Primary Knowledge and Skills measured:**

- Identify patterns and trends in data and make inferences from these patterns and trends.

**Scoring:**

Question 5: 1 mark for the correct answer

Question 6:

Level 2 – Two correct conclusions selected

Level 1: One correct conclusion selected

Level 0: No response; incorrect conclusions selected



**Solution:**

**Question 8**

In which month, was the difference in the average rainfall between the two cities the greatest?

- (A) April     (B) February     (C) March     May

**Question 9**

Which two conclusions that can be drawn from the given set of data.

- The average rainfall in Rose Heights increased significantly between April and May.
- Rose Heights experienced less rainfall than Mayfield each month.
- The average rainfall in Mayfield fluctuated over the four-month period.
- The greatest total average rainfall in both cities happened in March.
- None of the two cities recorded less than 100 mm of rainfall.





Kelly is making some cupcakes for her class party. The number of each flavour of cupcakes is given in the table below. Use this information to answer questions 10 and 11.

| Flavour of Cupcake | Number |
|--------------------|--------|
| Chocolate          | 8      |
| Vanilla            | 12     |
| Strawberry         | 4      |

**ITEM 10**

What fraction of the cupcakes are vanilla? Simplify your answer to the lowest terms.

- (A)  $\frac{1}{6}$       (B)  $\frac{1}{4}$       (C)  $\frac{1}{3}$       (D)  $\frac{1}{2}$

**ITEM 11**

Kelly plans to add some more cupcakes

- She will add 2 more chocolate
- She will add more vanilla so that the ratio of chocolate to vanilla is the same as before.

What is the new total number of cupcakes?

- (A) 29      (B) 24      (C) 15      (D) 10

**Item Type:**

Single Selected Response

**DOK Level:** 1, 2

**Primary Knowledge and Skills measured:**

- Write a fraction in its simplest form and/or as a decimal
- Solve problems which require the use of equivalent ratios

**Scoring:**

1 mark for each correct answer



**Solution:**

Kelly is making some cupcakes for her class party. The number of each flavour of cupcakes is given in the table below.

| Flavour of Cupcake | Number |
|--------------------|--------|
| Chocolate          | 8      |
| Vanilla            | 12     |
| Strawberry         | 4      |

- a. What fraction of the cupcakes are vanilla? Simplify your answer to the lowest terms. Show or explain how you got your answer.

$$\text{The total number of cupcakes} = 8 + 12 + 4 = 24$$

$$\text{The fraction of the cupcakes that are vanilla is } \frac{12}{24} = \frac{1}{2} \text{ in}$$

its lowest terms

- b. Kelly plans to add some more cupcakes
- She will add 2 more chocolate
  - She will add more vanilla and strawberry so that the ratio of chocolate to the other flavours if the same as before.

What is the new total number of cupcakes/. Show or explain how you got your answer.

The ratio of chocolate to vanilla is 8: 12 or 2:3

After adding 2 more chocolate, Kelly now has 10 chocolate cupcakes.

To maintain the ratio of chocolate to vanilla as 2:3, Kelly needs  $x$  vanilla cupcakes such that 10:  $x$  can be reduced to 2:3. If 10 is equivalent to 2 parts, then 5 is equivalent to 1 part. Hence, 3 parts would 15. Kelly therefore needs 15 vanilla cupcakes in order to have the same ratio. So, the new total number of cupcakes is  $10 + 15 + 4 = 2$



# Grade Five Mock Performance Tasks (Mathematics)

## FUNDRAISING

Your class is planning a fundraising activity to contribute to the cost of building a computer lab. Your teacher suggested that the class earn the money from one of two fundraising activities.

Fundraising Activity 1: selling pencils

Fundraising Activity 2: participating in a walkathon

You will need to answer the following questions to select one of the two activities.

### Part 1 - Selling pencils

For the fundraiser, your teacher asked you to sell pencils.

The cost of each pack of pencils is \$100. One pack contains 10 pencils.

1. Each pencil should be sold for the same price.

Place **two** of the following options in the blank spaces below to make the statement true.

**Options :**

|     |      |      |       |     |      |     |
|-----|------|------|-------|-----|------|-----|
| \$5 | \$10 | \$20 | \$100 | One | Five | Ten |
|-----|------|------|-------|-----|------|-----|

\_\_\_\_\_ pencil(s) will be sold for \_\_\_\_\_.

### Scoring: Part 1

Level 2 – Full Understanding

A unit price of \$10 (seen or implied).

*Misinterpretation:* Based on students' experience with selling for profit, student may select any quantity more than \$10 but from the list of options given.

Level 1 – Partial Understanding

Student makes an error in computation (e.g. Ten for \$10)

*Misinterpretation:* Student selects a unit price (seen or implied) that is greater than \$10 but not in the list.

Level 0 – Little/no understanding

All other combinations; blank; off topic



### Part 2 - Participating in a walkathon

The second fundraising activity is a walkathon.

The teacher told you that each student will collect \$50 for each 0.5 of a kilometre that the student walks. Sam walks 2 kilometres. What is the amount of money Sam will collect? Show how you found your answer.

Answer the following question using information from the question above.

If each student walks exactly 2 kilometres, what is the **least** number of students that will be needed to collect \$8,000? Show how you arrived at your answer.

#### Scoring: Part 2

**Level 3** – Full Understanding

Correctly calculates \$200 with correct explanation AND correctly determines the minimum number of students needed with correct explanation

**Level 2** – Partial Understanding

Correctly calculates \$200 with correct explanation but makes errors in determining the minimum number of students needed.

OR

Incorrectly calculates the amount collected for 2 km but correctly uses this amount to determine the minimum number of students required.

**Level 1** – Limited understanding

Both answers are incorrect **OR** only one part of the item is answered. It may contain minor errors.

**Level 0** – No understanding

Incorrect answers with no explanation; blank; off-topic; uninterpretable



### Part 3 – Participation in the Fundraiser

Your school has three grade 4 classes: 4A, 4B and 4C. The table shows the total number of students in each class and the fraction of the class that is expected to participate in the fundraiser by either selling pencils or walking in the walkathon.

| Class    | Total number of students in the class | Fraction of the class that will participate in the fundraiser |
|----------|---------------------------------------|---|
| Grade 4A | 50                                    | 0.4   |
| Grade 4B | 40                                    |   |
| Grade 4C | 40                                    | $\frac{1}{2}$   |

A total of 50 Grade 4 students will participate in the fundraiser. What fraction of Grade 4B students will participate?

Show how you arrived at your answer.

#### Scoring: Part 3

##### Level 3 – Full Understanding

Correctly calculates  $\frac{1}{4}$  or its equivalent with correct and complete explanation.

##### Level 2 – Partial Understanding

Fraction may/may not be stated. The explanation is incomplete or contains minor errors.

OR

Incorrectly states the fraction; the explanation contains minor errors

##### Level 1 – Limited understanding

Correct fraction stated with missing or incorrect explanation

**OR**  
fraction incorrectly stated.

##### Level 0 – No understanding

Explanation is loosely related; blank; off-topic; uninterpretable



**Part 4 - Choosing the fundraising activity.**

**Use information from questions in Parts 1, 2 and 3 to answer the following question.**

- If selling pencils is chosen as the fundraising activity, each participating Grade 4B student should sell 20 pencils.
- If the walkathon is chosen as the fundraising activity, each participating Grade 4B student should walk 4 kilometres.

The participating grade 4B students need to collect \$4,000 or more. Explain to your teacher which fundraising activity you would recommend. In your explanation, give details on both activities and use mathematics to explain how you arrived at your recommendation.

**Scoring: Part 4**

**Level 4**

Based on student's response to parts 1 – 3, student selects the correct activity (seen or implied). Full details of **both** activities are given.

**Level 3**

Activity chosen may or may not be named. Full details and correct explanation are given for only one of the activities. Explanation for the other activity is present but contains major errors.

**Level 2**

An activity is chosen (correct or incorrect). Details and explanation based on only **one** activity. The explanation of the other activity is missing. The explanation may have errors.

**Level 1**

Chosen activity named but explanation is incorrect or missing.

**Level 0**

Explanation is loosely related; blank; off-topic; uninterpretable



Student Responses

Student A

One pencil(s) will be sold for \$10

Part 1

Level 2

A unit price of \$10 is seen.

|  |  |  |   |
|--|--|--|---|
| $\begin{array}{r} 0.5 \text{ km} \\ + 0.5 \text{ km} \\ \hline 1.0 \text{ km} \end{array}$ | $\begin{array}{r} 1.0 \text{ km} \\ + 0.5 \text{ km} \\ \hline 1.5 \text{ km} \end{array}$ | $\begin{array}{r} 1.5 \text{ km} \\ + 0.5 \text{ km} \\ \hline 2.0 \text{ km} \end{array}$ | $\begin{array}{r} \$50 \\ \times 4 \\ \hline \$200 \end{array}$ |
|--|--|--|---|

Ans! He will collect \$200.

Part 2

Level 3

Correctly calculates \$200 with correct explanation AND correctly determines the minimum number of students needed with correct explanation

|   |  |   |
|---|--|---|
| $\begin{array}{r} \$50 \\ \times 4 \\ \hline \$200 \end{array}$ | $\begin{array}{r} 200 \overline{) 800} \\ \underline{800} \\ \hline 0 \end{array}$ | Ans: 40 is the least number of students that will be needed to collect \$800. |
|---|--|---|



$\frac{2}{5} = \frac{2}{5}$      $\frac{2}{5}$  of 50 =  $\frac{10}{5} = 10 \times 2 = 20$

$\frac{1}{2}$  of 40 =  $\frac{20}{2} = 20$      $\begin{array}{r} 20 \\ +20 \\ \hline 40 \end{array}$      $\begin{array}{r} 50 \\ -40 \\ \hline 10 \end{array}$

$\frac{1}{4}$  of 40 =  $\frac{10}{4} = 10$

Ans:  $\frac{1}{4}$  of Grade 4 B students will participate in the fundraiser.

Part 3  
 Level 3  
 Correctly calculates  $\frac{1}{4}$  or its equivalent with correct and complete explanation.

The walkathon would be a great fundraising activity. If 10 of the children in grade 4B should sell 20 pencils for \$10 each they would get \$200 but the walkathon would give you the \$4000 since all 10 children would walk 4km and the \$4000 is all that is needed.

$\begin{array}{r} 20 \\ \times 10 \\ \hline 200 \end{array}$      $\begin{array}{r} 50 \\ \times 8 \\ \hline 400 \end{array}$      $\begin{array}{r} 400 \\ \times 10 \\ \hline 4000 \end{array}$

Part 4  
 Level 3  
 Activity chosen is named. Full details and correct explanation are given for only one of the activities. Explanation for the other activity is present but contains major errors.





**Student B**

  Ten   pencil(s) will be sold for   \$100  .

Show how you found your answer.

$$\begin{array}{r}
 0.5 \\
 0.5 \\
 0.5 \\
 + 0.5 \\
 \hline
 2.0 \text{ km}
 \end{array}
 \text{ One } \$ \begin{array}{r} 50 \\ \times 4 \\ \hline 200 \end{array}$$

$$\begin{array}{r}
 160 \\
 50 \overline{) 8000} \\
 \underline{50} \phantom{00} \phantom{0} \\
 300 \phantom{0} \phantom{0} \\
 \underline{300} \phantom{0} \\
 000
 \end{array}
 \quad \text{Ans: } 160$$

Part 1

Level 2

A unit price of \$10 is implied.

Part 2

Level 2

Correctly calculates \$200 with correct explanation but makes errors in determining the minimum number of students needed.



SHOW HOW YOU ARRIVED AT YOUR ANSWER.

$\frac{1}{4}$

$\frac{\cancel{10}^1}{\cancel{40}^1} = \frac{1}{4}$

Part 3

Level 1

Correct fraction stated with missing explanation

I would recommend a Walkathon

Selling Pencils -

$$\begin{array}{r} 200 \\ \times 10 \\ \hline 000 \\ + 2000 \\ \hline 2000 \end{array}$$

Walkathon

$$\begin{array}{r} 400 \\ \times 10 \\ \hline 000 \\ + 4000 \\ \hline 4000 \end{array}$$

Part 4

Level 4

Based on student's response to parts 1 – 3, student selects the correct activity (seen). Full details of **both** activities are given.



Student C

two pencil(s) will be sold for \$20.

Part 1

Level 2

A unit price of \$10 is implied.

$$\begin{array}{r} 0.5 \\ \times 2 \\ \hline 1.0 \end{array}$$

$$\begin{array}{r} 50 \\ + 50 \\ \hline 100 \\ 10 \\ \hline 110 \end{array}$$

Answer: Sam collected \$110.

Part 2

Level 1

Both answers are incorrect

$$\begin{array}{r} 16 \\ 500 \overline{) 8000} \\ \underline{- 3000} \\ 5000 \\ \underline{- 3000} \\ 2000 \end{array}$$

Answer: 16 is the least number of students that will be needed to collect \$8000.



0.4       $0.4 = \frac{1}{4}$        $\frac{4 \cancel{0} 2}{-8}$

$$\frac{4}{10} = \frac{40}{100}$$

Answer: A  $\frac{1}{4}$  fraction of 48 students will participate

Part 3  
 Level 1  
 Correct fraction stated with incorrect explanation

I would of choose the activity walkathon because if you choose walkathon you will collect alot of money and if you choose selling pencil it will be a lesser amount of money you collected.

$$\begin{array}{r} 50 \\ + 50 \\ \hline 100 \end{array}$$

$$\begin{array}{r} 100 \\ + 100 \\ \hline 200 \end{array}$$

Part 4  
 Level 1  
 Chosen activity named but explanation is incorrect.



**Student D**

\$20 pencil(s) will be sold for \$25.

Part 1

Level 0

Any other combination

50

$$\begin{array}{r} 4000 \\ 218000 \\ - 8000 \\ \hline 210000 \end{array}$$

Part 2

Level 0

Incorrect answers/  
off topic



... how you arrived at your answer.

$$\begin{aligned} 4A &= 50 = 0.4 \\ 4B &= 90 = \frac{1}{4} \\ 4C &= 40 = \frac{1}{2} \end{aligned} \qquad 46 = \frac{1}{4}$$

Part 3  
Level 1  
Correct fraction  
stated with no  
explanation

$$\begin{array}{r} 300 \\ 14 \overline{) 4660} \\ \underline{- 1060} \\ 3000 \end{array}$$

Part 4  
Level 0  
Explanation is loosely  
related

## Conclusion

For our students to become successful in their endeavours, it is important that we equip them with the skills that position them to have access to the many opportunities that technology and other affords us in this 21<sup>st</sup> century and beyond. To achieve this, the full implementation of the National Standards Curriculum is of utmost importance.

We encourage teachers to pay careful attention to the knowledge and skills that students are to acquire as outlined in the preamble, objectives and suggested activities in the curriculum documents. The utilization of student-centred methodologies that engage students as they explore content, construct their own knowledge and extend their thinking (as outlined in the curriculum guides) will ensure students are adequately prepared to apply what they have learnt in the real world.

The Primary Exit Profile seeks to give students more opportunities to demonstrate mastery of these knowledge and skills. It is the hope of the Student Assessment Unit that teachers and all other stakeholders will find this document useful as we partner to secure the futures of our children.