

**Minnesota Comprehensive
Assessments- Series II (MCA-IIs)
Reading Grade 4.1
Tally Tables**

Tally Tables link the test items to the concepts and skills they assess, as well as to activities that target student achievement with those concepts and skills.

For example, if students miss any of the items 1-2, their performance may indicate that they need more practice with strategies for using context to understand new words. Activities 1-3 provide practice with those strategies.

Note that the tables are organized by the name of the passage and by reading substrands. The substrand is identified in the page header.

Also note that all of the benchmark concepts and skills with the exception of vocabulary may be assessed by constructed response (open-ended question). Therefore, constructed response items have been included along with rubrics for scoring them to help prepare students for those items.

An Unexpected Start to Summer Camp
Vocabulary and Comprehension- Fiction

Student Name: _____

Correct Answer	Tally Items Missed	Sub Strand	Benchmark Concept and Skill	Practice Activities
1. C	<input type="checkbox"/>	Vocabulary	Use context and word structure to determine word meanings.	Activities 1-3
2. D	<input type="checkbox"/>			
3. C	<input type="checkbox"/>	Comprehension	Summarize and paraphrase key ideas from text.	Activities 4-6
4. A	<input type="checkbox"/>			
5. A	<input type="checkbox"/>	Comprehension	Identify main idea and supporting details in fiction text.	Activities 7-9
6. B	<input type="checkbox"/>			
7. B	<input type="checkbox"/>	Comprehension	Generate and answer literal (7-8), inferential (9-10), interpretive (11-12), and evaluative (13-14) questions to demonstrate understanding about what is read.	Activities 10-18
8. D	<input type="checkbox"/>			
9. B	<input type="checkbox"/>			
10. A	<input type="checkbox"/>			
11. B	<input type="checkbox"/>			
12. A	<input type="checkbox"/>			
13. D	<input type="checkbox"/>			
14. A	<input type="checkbox"/>			
15. D	<input type="checkbox"/>	Comprehension	Distinguish fact from opinion.	Activities 19-21
16. A	<input type="checkbox"/>			
17. D	<input type="checkbox"/>	Comprehension	Determine cause and effect and draw conclusions.	Activities 22-24
18. B	<input type="checkbox"/>			
19. B	<input type="checkbox"/>	Comprehension	Organize and sequence information.	Activities 25-27
20. C	<input type="checkbox"/>			
21. *See Rubric	<input type="checkbox"/>	Comprehension	Compare and contrast information on the same topic within a single passage as well as between paired passages	Activities 28-31

*Rubric for scoring item 21 is on the following page.

An Unexpected Start to Summer Camp
Vocabulary and Comprehension- Fiction

SCORING RUBRIC FOR ITEM 21

21. Part A Explain how Sean felt when he first found out he was staying in Pine cabin. Explain how Sean felt at the end of the story.

Part B Write two things that happened in the story that seem to explain why Sean's feelings changed.

Rubric for Item 21:

- Explained how Sean first felt when he learned he was staying in Pine cabin. For example, he was very disappointed he couldn't stay with his friends.
- Explained how Sean felt at the end of the story. For example, he felt excited to play Frisbee and go fishing and he thought he would have fun at camp.
- Identified one thing that happened in the story that seems to explain why Sean's feelings changed. For example, he met Jack and Sam.
- Identified a second thing that happened in the story that seems to explain why Sean's feelings changed. For example, he saw a big fish jump.

SCORE	DESCRIPTION
4	Four components
3	Three of the four components
2	Two of the four components
1	One of the four components
0	Response is incorrect or irrelevant

Aviation Pioneers
Vocabulary and Comprehension-Nonfiction

Student Name: _____

Correct Answer	Tally Items Missed	Sub Strand	Benchmark Concept and Skill	Practice Activities
1. C	<input type="checkbox"/>	Vocabulary	Use context and word structure to determine word meanings.	Activities 1-3
2. D	<input type="checkbox"/>			
3. C	<input type="checkbox"/>	Comprehension	Summarize and paraphrase key ideas from text.	Activities 4-6
4. A	<input type="checkbox"/>			
5. A	<input type="checkbox"/>	Comprehension	Identify main idea and supporting details in fiction text.	Activities 7-9
6. B	<input type="checkbox"/>			
7. B	<input type="checkbox"/>	Comprehension	Generate and answer literal (7-8), inferential (9-10), interpretive (11-12), and evaluative (13-14) questions to demonstrate understanding about what is read.	Activities 10-18
8. D	<input type="checkbox"/>			
9. B	<input type="checkbox"/>			
10. A	<input type="checkbox"/>			
11. B	<input type="checkbox"/>			
12. A	<input type="checkbox"/>			
13. D	<input type="checkbox"/>			
14. B	<input type="checkbox"/>			
15. D	<input type="checkbox"/>	Comprehension	Distinguish fact from opinion.	Activities 19-21
16. A	<input type="checkbox"/>			
17. D	<input type="checkbox"/>	Comprehension	Determine cause and effect and draw conclusions.	Activities 22-24
18. B	<input type="checkbox"/>			
19. B	<input type="checkbox"/>	Comprehension	Organize and sequence information.	Activities 25-27
20. B	<input type="checkbox"/>			
21. *See Rubric	<input type="checkbox"/>	Comprehension	Compare and contrast information on the same topic within a single passage as well as between paired passages.	Activities 28-31

*Rubrics for scoring item 21 are on the following page.

Aviation Pioneers
Vocabulary and Comprehension-Nonfiction

SCORING RUBRIC FOR ITEM 21

21. Part A Describe two ways that Amelia Earhart and Charles Lindbergh were alike.

Part B Describe two ways that Amelia Earhart and Charles Lindbergh were different.

Rubric for Item 21:

- Identified one way that Amelia Earhart and Charles Lindbergh were alike. For example, both of them flew solo across the Atlantic Ocean.
- Identified a second way that Amelia Earhart and Charles Lindbergh were alike. For example, both of them became very famous.
- Identified one way that Amelia Earhart and Charles Lindbergh were different. For example, Amelia disappeared while flying.
- Identified a second way that Amelia Earhart and Charles Lindbergh were different. For example, Charles Lindbergh worked as a barnstormer.

SCORE	DESCRIPTION
4	Four components
3	Three of the four components
2	Two of the four components
1	One of the four components
0	Response is incorrect or irrelevant