

FCAT Sample Test Materials

These sample test materials are designed to help students prepare to answer FCAT questions. These materials introduce them to the kinds of questions they will answer when they take FCAT and include hints for responding to the different kinds of questions. The FCAT sample test materials for Grade 4 are composed of the books described below:

Sample Test Book

Includes a mathematics sample test, a reading sample test, and instructions for completing the sample tests. (Copies are available for all students in the tested grade.)

Sample Answer Key

Includes answers and explanations for the questions in the sample test. (Copies are available for classroom teachers only.)

= This book

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Sample Answer Key



Answer Key for the Mathematics Sample TestPage 3

The answer key contains answers to the mathematics sample test questions. It also gives the *Sunshine State Standards* benchmark assessed by each item on the sample test.

In addition, one or more possible approaches to solving the problems are provided. Students may use approaches other than these and still receive credit if they also obtain the correct answer.

Multiple-choice items on FCAT mathematics are scored by awarding one point for each correct answer.

Answer Key for the Reading Sample TestPage 14

The answer key contains answers to the reading sample test questions, as well as explanations for the answers. The answer key also gives the *Sunshine State Standards* benchmark assessed by each item.

Multiple-choice items in FCAT reading tests are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, and Explain” questions are scored with two-point and four-point rubrics respectively. Partial credit is given for accurate but incomplete answers. The rubrics are printed on pages 14 and 15 of this book.

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Answer Key for the Mathematics Sample Test

1 The correct answer is C (a single 90° turn [rotation]).

Strand: C—Geometry and Spatial Sense

Benchmark: MA.C.2.2.2 The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

To solve the problem, first look at the sign. Look at the H.

First Strategy:

Think about the way an H normally looks. Think about what happened to it to make it look the way it does now.

To get to the position it is in now, it must have been turned clockwise about its lower left corner or turned counterclockwise about its lower right corner. To get to its present position, it must have gone through a single 90° turn (rotation).

OR

Second Strategy:

Go through the different options to find the correct one.

Imagine how the H would look if it went through a flip. It would look the same, just in a different place.

Imagine how the H would look if it went through a slide. It would look the same, just moved over or up.

Imagine how the H would look if it went through a single 90° turn (rotation). It would look like the H on the elementary school sign.

Imagine how the H would look if it went through a single 180° turn (rotation). It would look the same, but moved down and over to the left or right.

The correct answer is that the H went through a single 90° turn (rotation).

2 The correct answer is I (centimeter).

Strand: B—Measurement

Benchmark: MA.B.2.2.2 The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size. (Also assesses MA.B.4.2.1 determines which units of measurement, such as seconds, square inches, and dollars per tankful, to use with answers to real-world problems.)

To decide which unit of measurement is most appropriate, first look at the drawing. Then look at the different measurement units.

A liter is used to measure volume and a kilogram is used to measure mass. Neither would be appropriate to measure the height of the plant.

A meter is used to measure length, but it is too long to measure the small plant shown in the drawing.

The fourth option is centimeter, which is used to measure length. It is a small enough unit to be appropriate for measuring the plant in the drawing.

3 The correct answer is B (Tuesday).

Strand: A—Number Sense, Concepts, and Operations

Benchmark: MA.A.1.2.2 The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

To find the answer, first find which number in the table is the smallest.

To do that, compare the digits in the ones place. All of the answer choices have 0 in the ones place.

Then compare the digits in the tenths place. The number with the smallest value in the tenths place is 0.02, which has a 0 in the tenths place. This number is the smallest number.

Then see which day had 0.02 inches of rain recorded. It was Tuesday.

Tuesday was the day of the week that Sam recorded the **least** amount of rainfall.

4 The correct answer is G ($d = 76 - 61$).

Strand: D—Algebraic Thinking

Benchmark: MA.D.2.2.2 The student uses informal methods, such as physical models and graphs, to solve real-world problems involving equations and inequalities. (Also assesses MA.D.2.2.1 represents a given simple problem situation.)

To solve this problem, decide which operation is used to find the difference between two numbers.

Subtraction should be used to find d , the difference between the two average temperatures. Subtract the smaller number (61) from the larger number (76).

The correct expression is $d = 76 - 61$.

5 The correct answer is C (Orange Bowl).

Strand: E—Data Analysis and Probability

Benchmark: MA.E.1.2.1 The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts. (Also assesses MA.E.1.2.3 analyzes real-world data to recognize patterns and relationships of the measures of central tendency.)

To find out which stadium holds the second greatest number of people, look at the bar graph.

Find the bar that shows the greatest number of people. It should be the tallest bar, and it represents about 83,000 people. That is the bar for Florida Field.

Then find the bar that shows the second greatest number of people. It should be the second tallest bar, and it represents about 80,000 people. That is the bar for the Orange Bowl.

The Orange Bowl holds the second greatest number of people.

6 The correct answer is G (80 square feet).

Strand: C—Geometry and Spatial Sense

Benchmark: MA.C.3.2.1 The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems. (Also assesses MA.C.2.2.1 understands the concepts of spatial relationships.)

First Strategy:

To find the area, count how many squares are along the length of Javier’s bedroom (the shaded area on the grid). Then count how many squares are along the width of the bedroom.

Using the formula for the area of a rectangle, multiply the length of Javier’s bedroom by the width of his bedroom.

$$10 \times 8 = 80 \text{ square feet}$$

OR

Second Strategy:

Count the squares in Javier’s bedroom, with each square equaling one square foot. The total number of squares is 80.

The area of Javier’s bedroom is 80 square feet.

7 The correct answer is D (the fourth scale with 8 apples, reading 2 pounds).

Strand: B—Measurement

Benchmark: MA.B.4.2.2 The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

To solve this problem, look at the scales.

This kind of scale is read like a clock. Start at the top and read the numbers in a clockwise direction.

The scale holding 2 pounds of apples is the scale with the arrow pointing at the 2.

The fourth scale shows 2 pounds of apples.

8 The correct answer is H (8, 2).

Strand: C—Geometry and Spatial Sense

Benchmark: MA.C.3.2.2 The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

First find the shoe department on the grid. Then start at 0 and see how to get to the shoe department from 0.

Starting at 0, move 8 units to the right and then 2 units up. The number of moves to the right (8) goes first in the ordered pair. Then the number of moves up (2) goes second in the ordered pair.

The shoe department is located at the ordered pair (8, 2).

9 The correct answer is **B (6)**.

Strand: E—Data Analysis and Probability

Benchmark: MA.E.2.2.1 The student uses models, such as tree diagrams, to display possible outcomes and to predict events.

First Strategy:

Multiply the number of colors of leather (2) by the number of colors of beads (3).

$$2 \times 3 = 6$$

There are 6 different color combinations Pat can make.

OR

Second Strategy:

Make a list of all the possible combinations.

Black leather–Red beads

Black leather–Blue beads

Black leather–Yellow beads

White leather–Red beads

White leather–Blue beads

White leather–Yellow beads

Count the number of combinations. There are 6 different color combinations possible.

10 The correct answer is G (boy, girl).

Strand: D—Algebraic Thinking

Benchmark: MA.D.1.2.1 The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, and rules using algebraic symbols. (Also assesses MA.D.1.2.2 generalizes a pattern, relation, or function.)

To solve this problem, see how the pattern repeats itself.

The complete pattern has been repeated twice:

girl, girl, boy, boy, girl, girl, boy, boy,

The two unknown students will be the last student in the third group and the first student in the fourth group.

The two unknown students will be a boy, then a girl.

11 The correct answer is A (81 ounces).

Strand: B—Measurement

Benchmark: MA.B.2.2.1 The students uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

To find the number of ounces in 5 pounds, 1 ounce, first find the number of ounces in 5 pounds.

There are 16 ounces in 1 pound. Multiply 16 ounces by 5 pounds.

$$16 \times 5 = 80$$

There are 80 ounces in 5 pounds.

Then add 1 ounce to 80 ounces to get a total weight of 81 ounces.

12 The correct answer is H ($20 \times b$).

Strand: D—Algebraic Thinking

Benchmark: MA.D.2.2.1 The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc. (Also assesses MA.D.2.2.2 uses informal methods to solve real-world problems involving equations and inequalities.)

To solve this problem, decide which operation can be used to find “20 times as many.”

The word *times* refers to multiplication. The number 20 is multiplied by the letter *b* to represent the number of species of ants.

13 The correct answer is D (0.28).

Strand: A—Number Sense, Concepts, and Operations

Benchmark: MA.A.1.2.4 The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents. (Also assesses MA.A.1.2.1 associates names of numbers with numerals and MA.A.1.2.3 understands concrete and symbolic representations.)

To solve this problem, change $\frac{7}{25}$ to a decimal number.

First Strategy:

Divide 25 into 7.

$$\begin{array}{r} 0.28 \\ 25 \overline{)7.00} \\ \underline{50} \\ 200 \\ \underline{200} \\ 0 \end{array}$$

The answer is 0.28.

OR

Second Strategy:

Change the $\frac{7}{25}$ to an equivalent fraction over the denominator 100.

$$\frac{7}{25} \times \frac{4}{4} = \frac{28}{100}$$

The fraction $\frac{28}{100}$ is equivalent to the decimal number 0.28.

14 The correct answer is G (1,619 miles).

Strand: A—Number Sense, Concepts, and Operations

Benchmark: MA.A.3.2.3 The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

You can use subtraction to determine “how much larger” something is.

Subtract the smaller diameter (1,413) from the larger diameter (3,032).

$$\begin{array}{r} 3,032 \\ - 1,413 \\ \hline 1,619 \end{array}$$

The diameter of Mercury is 1,619 miles larger than the diameter of Pluto.

15 The correct answer is C (Angle C).

Strand: C—Geometry and Spatial Sense

Benchmark: MA.C.1.2.1 The student, given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

To solve the problem, look at each of the angles labeled in the drawing.

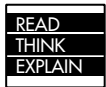
An obtuse angle is an angle greater than 90° (a right angle) and less than 180° (a straight line). The only angle shown that appears to be greater than 90° and less than 180° is angle C.

Angle C is an obtuse angle.

Answer Key for the Reading Sample Test

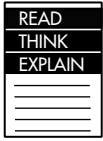
The following pages contain the answers and explanations for the Grade 4 Reading Sample Test questions. For the “Read, Think, and Explain” questions, there is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for the “Read, Think, and Explain” questions are given in the general two-point and four-point rubrics below.

Each “Read, Think, and Explain” item also has a specific rubric containing an example of a top-score response for that item. (See the answers to items 3, 6, 11, and 14 in this answer key.)



Rubric for Short-Response Questions

- | | |
|----------|--|
| 2 points | The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. |
| 1 point | The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted. |
| 0 points | The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task. |



Rubric for Extended-Response Questions

- 4 points The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
- 3 points The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 points The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 point The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 points The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Passage: “Crater Lake”

Photograph of Crater Lake reprinted courtesy of the Washington National Guard State Historical Society.

1 The correct answer is D (volcano opening).

Type of Passage: Informational Text

Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

The correct answer is D. The first paragraph of the article indicates that the lake is contained in a wide rocky bowl. Later in the article, we learn that the bowl was formed after a volcano called Mount Mazama fell in on itself, creating a hole. These context clues show that the word *crater* means an opening in a volcano.

2 The correct answer is F (to tell the history of a special place).

Type of Passage: Informational Text

Benchmark: LA.A.2.2.2 The student identifies the author’s purpose in a simple text. (Includes LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

The correct answer is F. The article makes it clear that Crater Lake is a special place by noting that it had special meaning to the Klamath people and that it is one of the natural wonders of North America. The focus of the article is the history of Crater Lake—how it was formed and how it became more widely known.

3 Scoring Rubric

Type of Passage: Informational Text

Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

(Two-point scoring rubric)

Top-Score Response

A top-score response cites BOTH the most important result of the Mount Mazama explosion AND a correct explanation of its importance, using information stated or implied in the text.

Example of a Top-Score Response

The mountain falling in on itself and creating a huge hole/caldera/bowl was the most important result of the explosion. It was that bowl that later collected the rain and snow that formed Crater Lake.

4 The correct answer is D (because both are containers with a rounded shape)

Type of Passage: Informational Text

Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

The correct answer is D. The article indicates that Crater Lake is held inside a wide, rocky bowl, and the photograph shows that the lake has a rounded shape.

5 The correct answer is I (cross the Cascade Mountains).

Type of Passage: Informational Text

Benchmark: LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.)

The correct answer is I. The map shows that the Cascade Mountains extend across the entire state of Oregon. Therefore, any route that would take a person from Klamath Falls to Portland would have to cross the Cascade Mountains.

6 Scoring Rubric

Type of Passage: Informational Text

Benchmark: LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.)

(Four-point scoring rubric)

Top-Score Response

A top-score response is a complete and accurate description of the features of the lake, addressing each of the four areas noted in the question (size, color, surroundings, and location), using information stated or implied in the article and picture.

Example of a Top-Score Response

I would expect to see a very large, deep lake of bright blue water. The lake would be very deep because it sits in a wide, rocky bowl that is six miles across. The steep mountains around the edge of the lake would hide it from view until I was right on the edge of the big caldera. It would probably be the brightest blue I've ever seen. There would probably be the snowy peaks of the Cascade Mountains all around the lake.

7 The correct answer is A (It had holes in it).

Type of Passage: Informational Text

Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

The correct answer is A. The article states that the Mount Mazama caldera remained empty for hundreds of years because water drained through holes in the bottom.

8 The correct answer is H (a beautiful place formed by nature).

Type of Passage: Informational Text

Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

The correct answer is H. The article mentions the beauty of Crater Lake and focuses on the way the lake was formed thousands of years ago.

Passage: “Under the Rice Moon”

“Under the Rice Moon” by Rhiannon Puck, text reprinted by permission of Cricket Magazine, August 1996, Vol. 23, No. 12, text copyright © 1996 by Rhiannon Puck, illustrations copyright © 1996 by Kris Waldherr and reprinted by permission.

9 The correct answer is D (They both know what it is like to be trapped inside).

Type of Passage: Literary Text

Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

The correct answer is D. Being trapped inside is the only situation that applies to both the daughter and the bird.

10 The correct answer is G (She wants the colorful slippers).

Type of Passage: Literary Text

Benchmark: LA.E.1.2.2 The student understands the development of plot and how conflicts are resolved in a story.

The correct answer is G. The first young girl traded the bird for the slippers.

11 Scoring Rubric

Type of Passage: Literary Text

Benchmark: LA.E.1.2.3 The student knows the similarities and differences among the characters, settings, and events presented in various texts.

(Two-point scoring rubric)

Top-score response

A top-score response is a complete and accurate comparison of the similarities of the three people’s actions, using information stated or implied in the story.

Example of a top-score response

All three become owners of the swallow. They all say they will take care of the bird. Then each of them sells, trades, or gives it away. Also, they don’t understand what the bird is saying.

12 The correct answer is D (tiredly).

Type of Passage: Literary Text

Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

The correct answer is D. The author states that the man has had a *hard day's work*. This sentence provides the context that shows *wearily* and *tiredly* have nearly the same meaning.

13 The correct answer is H (They are not thinking about how the bird feels).

Type of Passage: Literary Text

Benchmark: LA.E.1.2.2 The student understands the development of plot and how conflicts are resolved in a story.

The correct answer is H. The first girl, the boy, and the father do not interpret the bird's cries and coos as evidence of its desire to be free. Therefore, they are not thinking of how the bird feels being confined in a cage.

14 Scoring Rubric

Type of Passage: Literary Text

Benchmark: LA.A.2.2.1 The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

(Two-point scoring rubric)

Top-score response

A top-score response uses information stated or implied in the story to give a complete and accurate explanation of the sick girl's need to experience freedom through the bird.

Example of a top-score response

The girl asks the bird to fly for her, too, because she is sick and is not free to go where she would like. She will feel better by watching the bird go free.

15 The correct answer is C (It remembers the girl).

Type of Passage: Literary Text

Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

The correct answer is C. Because the swallow remembers being set free by the girl, it flies past her window every night.

16 The correct answer is H (She understands the bird).

Type of Passage: Literary Text

Benchmark: LA.E.1.2.3 The student knows the similarities and differences among the characters, settings, and events presented in various texts.

The correct answer is H. The daughter is the only character who understands the bird's plight and sets it free.

