

Louisiana Innovative Assessment Program

Great Minds *Wit & Wisdom*[®] Sample Test Guidance

Purpose and Audience

The primary purpose of this sample test is to support Grade 5 *Wit & Wisdom* teachers and students participating in the Louisiana Innovative Assessment Program (IAP). (For more details refer to the IAP materials in the LDOE's [Assessment Guidance Library](#) and [Assessment Library](#).)

This sample test presents a condensed sampling of items that will allow users to do the following:

- Become familiar with the testing format, design, and construct.
- Respond to *some* of the types of questions they may find on the innovative assessment.
 - Note: The item types found on the Innovative Assessment are comparable to those found on the LEAP 2025 assessment.
- Get some experience using the online tools for the computer-based test.
 - Note: For more comprehensive practice using the online tools, go to the following link, <https://adamexam.com/tester>. Then, use one of the two codes to work through the Online Tools Training: ELA2021, for students without a Text-to-Speech (TTS) accommodation, or ELA2021TTS, for students with a TTS accommodation.

This sample test is *not* a practice test. It is not intended to

- simulate the testing experience in terms of test length, testing time, or breadth and depth of item types,
- offer skills practice
- be graded (or used as a classroom grade), or
- represent *every* item type that may appear on the computer-based test.

Accessing the Sample Test

The sample computer-based test can be taken online in the ADAM platform.

To access the online sample test, follow the instructions below:

1. Visit <https://adamexam.com/tester>
2. Enter the test code: JT4WXG

A printable form of the test can be found in Appendix A.

Sample Test Design

The sample test is a condensed model of the end-of-module test administered during the three testing windows. It was designed based on ***Wit & Wisdom* Grade 5 Module 4: Breaking Barriers**.

End-of-Module Test			Sample Test	
Sections	Items	Embedded Stimulus Text	Items	Embedded Stimulus Text
Module core texts (hot reads)	Five selected response items, including one vocabulary item	Short passages from the module's core texts	Two selected response items, including	Short hot read passage (300–word excerpt from <i>We Are the Ship: The Story of Negro League Baseball</i> , by Kadir Nelson)

			one vocabulary item	
Module-related texts (warm reads)	Six selected response items, including one vocabulary item	A passage or pair of passages, approximately 400–800 words in length	Two selected response items	Warm read (article “Hank Aaron: A Baseball Hero” by Vicki Hambleton)
Writing component	One writing task that consists of composing a complete and extended response (e.g., essay or story) that measures students’ ability to apply the knowledge previously gained from the module to a new warm read text, show how the warm read has impacted their understanding of the module topic/ideas/knowledge, and demonstrate written expression and knowledge of language and conventions	Only the warm read is embedded, but students are required to draw support from the warm read and any module text.	One writing task	Only the article “Hank Aaron: A Baseball Hero” by Vicki Hambleton is embedded, but students are required to draw support from the warm read and any module text.

Sample Test Scoring and Item Analysis

Selected-response items on the sample test can be autoscoring by the online testing platform by using the Check Answer button. This button enables users to check their work item by item; however, no total score is provided.

Read the sentence from paragraph 1.

“By that time, many of our great Negro League players were **past their prime**.”

Based on the information in paragraph 1, what does the phrase **past their prime** mean as it is used in the sentence?

A	no longer part of the group
B	no longer willing to work hard
C	no longer performing at their best
D	no longer interested in the game

The Check Answer button provides feedback about the user's answer choice.

Check Answer

If the user has chosen the correct answer, a green check mark will show next to the answer.

Read the sentence from paragraph 1.

“By that time, many of our great Negro League players were **past their prime**.”

Based on the information in paragraph 1, what does the phrase **past their prime** mean as it is used in the sentence?

A	no longer part of the group
B	no longer willing to work hard
C	no longer performing at their best ✓
D	no longer interested in the game

Check Answer

If the user has selected an incorrect answer, a red X will display next to the answer. For multiple choice items, a gray feedback box will identify the correct answer.

Read the sentence from paragraph 1.

“By that time, many of our great Negro League players were **past their prime**.”

Based on the information in paragraph 1, what does the phrase **past their prime** mean as it is used in the sentence?

A	no longer part of the group
B	no longer willing to work hard
C	no longer performing at their best
D	no longer interested in the game ✘

Check Answer

That's incorrect. The correct answer is C. *Past their prime* means the players were no longer performing at their best.

For technology-enhanced items (e.g., Item 4 on the sample test), only the red X will appear, but the correct answer and distracter analysis can be found in the answer key.

While the item feedback provided for users in the online system is general, more detailed distracter analysis can be found below.

The writing task is not autoscored, and no system-generated feedback is provided. The rubric used to score student writing on the grade 5 innovative assessment can be found in the grade 5 assessment guide in the [LDOE's Assessment Guidance Library](#).

Answer Key and Distracter Analysis

The sample test answer key and distracter analysis are provided for teachers below. Teachers can use these tools to:

- better understand the expectations of particular item types (e.g., how Part A and Part B of an evidence-based selected-response item relate to one another)
- gain insight into the design of each item by examining the rationale for each answer choice

This answer key and distracter analysis can be used in conjunction with the online test or the paper test. Note that Item #4 is a technology-enhanced item on the online platform, so it has been modified slightly for the print version of the assessment; however, the answer key and distracter analysis are the same.

1. Read the sentence from paragraph 1.

“By that time, many of our great Negro League players were **past their prime**.”

Based on the information in paragraph 1, what does the phrase **past their prime** mean as it is used in the sentence?

- A. ✗ no longer part of the group
Rationale: The sentences immediately following this one provide context. The players, though aging, were still part of the league.
- B. ✗ no longer willing to work hard
Rationale: The context clues suggest that the players in the league were getting older and/or sick, **not** that they were no longer willing to work hard.
- C. ✓ no longer performing at their best
Rationale: the context clues in the surrounding sentences suggest that age and illness were affecting many of the players' performance.
- D. ✗ no longer interested in the game
Rationale: The context clues suggest that the players in the league were getting older and/or sick, **not** that they were no longer interested in the game.

2. PART A

What is the **main** point the author makes in this excerpt?

- A. ✓ how important Jackie Robinson's contributions to baseball were
Rationale: The final paragraph concludes with the main point that Robinson changed the face of baseball with his contributions.
- B. ✗ that Jackie Robinson found it hard to play in the major leagues
Rationale: Though the article discusses some of the racist backlash Robinson faced, these details are cited as evidence of his performance under pressure, *not* the difficulty of playing in the league.
- C. ✗ that Jackie Robinson played well because of his age
Rationale: While the owners did select Robinson in part because they *were* looking for a young player, that is not the main point of the article.
- D. ✗ how luck played a role in Jackie Robinson's success
Rationale: The first paragraph of the article indicates that Robinson was an unexpected choice for the first black player in Major League Baseball, but there are no details to support the inference that his success was due to luck.

PART B

Choose the quote from the excerpt that **best** supports the correct answer in Part A.

- A. ✗ "The owners were looking for somebody young."
Rationale: This quote supports Part A: Choice C.
- B. ✗ "We thought Monte would have been the first to go, or maybe Larry Doby. But they chose Jackie Robinson...."
Rationale: This quote supports the inference made in Part A: Choice D, which is incorrect.
- C. ✗ "But the most amazing thing of all was that he did it under all that pressure."
Rationale: This quote supports Part A: Choice B, which is incorrect.
- D. ✓ "And most important, Jackie cleared the way for the rest of us to play in the majors...."
Rationale: The quote supports Part A: Choice A, providing evidence of Jackie Robinson's contributions to baseball.

- 3. According to the article, what are **two main** reasons (besides talent) for Hank Aaron's successful career?

A. ✗ His family provided much financial support.

Rationale: The article mentions Aaron's family, but does not imply that they gave him financial support. The description in paragraph 3 implies the opposite. ("Hank Aaron had come a long way from his boyhood in Mobile, Alabama, where he grew up one of eight children.")

B. ✗ He benefited from many lucky circumstances.

Rationale: The article does not mention or imply that Aaron's success was attributed to luck. Rather, it emphasizes the opposite: illustrating some of the obstacles that he faced, such as racism and humble beginnings.

C. ✓ He was inspired by the examples of other athletes.

Rationale: In paragraph 8, Aaron's quotes about other athletes imply that he was motivated to succeed at baseball in part because of their example. ("Well, of course, my biggest hero was Jackie Robinson, who was the first African American to break the color barrier. I was about 13 at the time, and that had a big effect on me. My other hero was Stan Musial.")

D. ✗ His early career decisions were made mainly by adults.

Rationale: The article does not mention any adult's role in Aaron's early career.

E. ✓ He was guided by a strong desire to always do his best.

Rationale: The article includes examples of Aaron attributing his success to a strong desire to do his personal best, such as

paragraph 3: "I have never gone out on a ballfield and given less than my level best. When I hit it tonight, all I thought about was that I wanted to touch the bases."

paragraph 16: "Well, it was tough. But I couldn't let a few crazy people, who were strictly against me simply because of the color of my skin, stop me. I had to go out and do what I could do best, and that was to play baseball."

4. Complete the table below by indicating how the careers of Hank Aaron and Jackie Robinson were similar and how they were different.

Was the first Negro League player to play in the major leagues	→	✓ B. Jackie Robinson Rationale: This fact is mentioned in the excerpt from <i>We Are the Ship</i> .
Faced racial discrimination	→	✓ C. Both Rationale: Paragraph 2 of the excerpt from <i>We Are the Ship</i> details some of the discrimination Robinson faced. Paragraphs 15 and 16 of "Hank Aaron" detail some of the discrimination Aaron faced.
Believed strong family support was important to an athlete	→	✓ A. Hank Aaron Rationale: Paragraphs 2 and 22 of "Hank Aaron" detail Aaron's belief that family support was important to an athlete.

Wit & Wisdom Module 4: Breaking Barriers

Appendix A: Sample Test

Print Form



SAMPLE TEST

In this test, you will do the following:

- Answer questions about the text(s) you read in class.
- Read a new text and answer the questions that follow.
- Respond to a writing prompt.

As you answer the test questions, remember the following:

- Make sure you read the directions and questions carefully and answer each question completely.
- Remember that once you exit a test section, you CANNOT go back into that section.

Do not begin the test until you are instructed to do so by the Test Administrator.

SAMPLE TEST

Read the excerpt from the module text and answer the question that follows.

from *We Are the Ship: The Story of Negro League Baseball*

by Kadir Nelson

- 1 After the door to the major leagues had finally opened, the only question was, “Who will be the first to go?” By that time, many of our great Negro League players were past their prime. Buck Leonard was about thirty-eight, thirty-nine years old. Ray Dandridge was up there, too, and so was Josh Gibson, and he was sick. Satchel and Cool Papa were even older. . . . The owners were looking for somebody young. We had a few young ballplayers who were good enough to choose from: Larry Doby, Monte Irvin, Roy Campanella, Jackie Robinson, and a few others. We thought Monte would have been the first to go, or maybe Larry Doby. But they chose Jackie Robinson....
- 2 Jackie signed with the Brooklyn Dodgers in 1945. He played his first year with Montreal, the Dodgers’ farm team, and led the team to the minor league World Series. In the spring of 1947, Jackie was called up to the Dodgers and did well there, too. . . . The Dodgers won the pennant in 1947, and *The Sporting News* named Jackie rookie of the year. But the most amazing thing of all was that he did it under all that pressure. He received death threats, and someone even threatened to kidnap his little boy....
- 3 But Jackie did something that made us all proud. He brought our Negro League style of play to the major leagues and changed the face of baseball. He made it quicker and more daring. His base running changed the way pitchers had to pitch. And most important, Jackie cleared the way for the rest of us to play in the majors, and in doing that, he helped bring the rest of the country closer to accepting Negroes as first-class citizens.

Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*. Disney Book Group, 2008.

SAMPLE TEST

1. Read the sentence from paragraph 1.

“By that time, many of our great Negro League players were **past their prime.**”

Based on the information in paragraph 1, what does the phrase **past their prime** mean as it is used in the sentence?

- A. no longer part of the group
- B. no longer willing to work hard
- C. no longer performing at their best
- D. no longer interested in the game

SAMPLE TEST

2. **PART A**

What is the **main** point the author makes in this excerpt?

- A. how important Jackie Robinson's contributions to baseball were
- B. that Jackie Robinson found it hard to play in the major leagues
- C. that Jackie Robinson played well because of his age
- D. how luck played a role in Jackie Robinson's success

PART B

Choose the quote from the excerpt that **best** supports the correct answer in Part A.

- A. "The owners were looking for somebody young."
- B. "We thought Monte would have been the first to go, or maybe Larry Doby. But they chose Jackie Robinson..."
- C. "But the most amazing thing of all was that he did it under all that pressure."
- D. "And most important, Jackie cleared the way for the rest of us to play in the majors...."

SAMPLE TEST

Now you will read "Hank Aaron: A Baseball Hero" and answer TWO questions.

Be sure to do the following:

- First read the entire text
- Then refer to the text as you answer each question
- Follow the directions carefully and answer the questions completely

Read the following passage about Hank Aaron, a black baseball player, who broke the home run record of Babe Ruth, a white player.

Hank Aaron: A Baseball Hero

by Vicki Hambleton

- 1 On Monday night, April 8, 1974, Henry Louis Aaron, known as Hank, rounded the bases at Atlanta's Fulton County Stadium, and "ran" into the history books when he hit his 715th career home run. Aaron had done the unthinkable—he had broken the record set by the legendary baseball giant Babe Ruth.
- 2 The famous hit came with Aaron's second time at bat. He faced pitcher Al Downing of the Los Angeles Dodgers, and connected with the ball on his first swing. A crowd of 53,775 fans, and thousands more in front of televisions across the country, roared as the 40-year-old player ran toward home. As he passed third base, a few fans tried to run onto the field to congratulate the new home-run king. His fellow players gathered at home plate. But the first person to reach Aaron was not a teammate; it was his father, Herbert Aaron, Sr., who grabbed his son and hugged him.
- 3 Hank Aaron had come a long way from his boyhood in Mobile, Alabama, where he grew up one of eight children. For a short time in his career, he was the highest-paid player in the game with a salary in 1972 of \$200,000 a year. Today, Aaron is still the home-run king, though even he admits that it will not be long before someone breaks the record. But he said of his career at the time he broke the Babe's record: "I have never gone out on a ballfield and given less than my level best. When I hit it tonight, all I thought about was that I wanted to touch the bases."
- 4 Recently Aaron talked about his career and the sport of baseball.
- 5 *Did you always want to play baseball?*
- 6 Oh, yes, it was something I always wanted. It is the only thing I have ever known.
- 7 *When you were growing up, who were your heroes?*
- 8 Well, of course, my biggest hero was Jackie Robinson, who was the first African American to break the color barrier. I was about 13 at the time, and that had a big effect on me. My other hero was Stan Musial.

SAMPLE TEST

- 9 *Did you play baseball in school?*
- 10 No, I couldn't because my high school didn't have a baseball team. I played football instead. But I really wanted to play baseball, so I started to play with a semi-pro team, the Mobile Black Bears.
- 11 *You began your professional career with the Negro Leagues, didn't you?*
- 12 Yes, I did; I played for the Indianapolis Clowns. I was hired for \$200 a month and I got \$2 a day meal money.
- 13 *Was it hard to make the transition from the Negro Leagues to the major leagues?*
- 14 It wasn't as tough a transition as I thought it might be. I think the thing that was the hardest was the fact that the competition was a lot better than when I played in the Negro Leagues because of it being organized ball. I saw a lot more competition on a daily basis.
- 15 *It was a tough time when you were getting closer to breaking Babe Ruth's record. You wrote in your autobiography, "It should have been the most enjoyable time in my life, and instead... I was living like an outcast in my own country." You received death threats and had to have bodyguards. What kept you going?*
- 16 Well, it was tough. But I couldn't let a few crazy people, who were strictly against me simply because of the color of my skin, stop me. I had to go out and do what I could do best, and that was to play baseball.
- 17 *When people think about you and your career, they think of you as the home-run king, the man who broke Babe Ruth's record. Is there anything else you want to be remembered for?*
- 18 I think I would like to be thought of as a more complete player than just for home runs. Yes, I did hit a lot of home runs, but I did other things on the baseball field that helped my team win games. I had a long career, and I am very proud of the fact that I kept myself in excellent shape throughout my career, and that helped me keep playing.
- 19 *Baseball is a different game today. Is it a fair game now, or are there still barriers to opportunities, in terms of race?*
- 20 There are a lot of things in baseball that can still be corrected. Minorities have not yet gotten a fair shake from top to bottom: On the field, yes, there are even opportunities, but in the front office, in management jobs, no, it is still not equal. There are a lot of things that still could be better.

SAMPLE TEST

- 21 *If you had a son, would you encourage him to pursue a career in baseball?*
- 22 Sure, baseball is a wonderful career for anybody, black, green, purple, but I would also encourage kids, no matter how good they are, to continue their education, too. Get an education first. Professional sports are tough, because so much of your time you are traveling and away from your family. You have to have a strong family behind you, especially your wife; she has to be a mother and a father, a doctor, lawyer, teacher. She has to do all those things because the father is gone so much.
- 23 *Are baseball players good role models for kids?*
- 24 Some of them are, some are not. But I don't think we should look at them as role models. Because you never know what happens behind closed doors. It's great to admire the contribution a player makes on the field, but you need to remember that doesn't necessarily mean that he is a great person, too.

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SAMPLE TEST

3. According to the article, what are **two main** reasons (besides talent) for Hank Aaron's successful career?
- A. His family provided much financial support.
 - B. He benefited from many lucky circumstances.
 - C. He was inspired by the examples of other athletes.
 - D. His early career decisions were made mainly by adults.
 - E. He was guided by a strong desire to always do his best.

SAMPLE TEST

4. Complete the table below by indicating how the careers of Hank Aaron and Jackie Robinson were similar and how they were different.

Was the first Negro League player to play in the major leagues	—>	
Faced racial discrimination	—>	
Believed strong family support was important to an athlete	—>	

- A. Hank Aaron
- B. Jackie Robinson
- C. Both

Section 2

SAMPLE TEST

5. You will now respond to a writing prompt based on what you learned in the Breaking Barriers module and what you read in "Hank Aaron: A Baseball Hero."

In a well-constructed essay, explain the types of barriers faced by Hank Aaron, Jackie Robinson, or other athletes discussed in the Breaking Barriers module and how they overcame those barriers. Support your response with relevant ideas and information you gained from "Hank Aaron: A Baseball Hero" and from any module text

When responding to the prompt, be sure to do the following:

- Respond to all parts of the prompt.
- Include reasons that support your opinion.
- Support your reasons with evidence from the texts.
- Elaborate on the evidence that you include from the texts.
- Use correct grammar, punctuation, and spelling.

