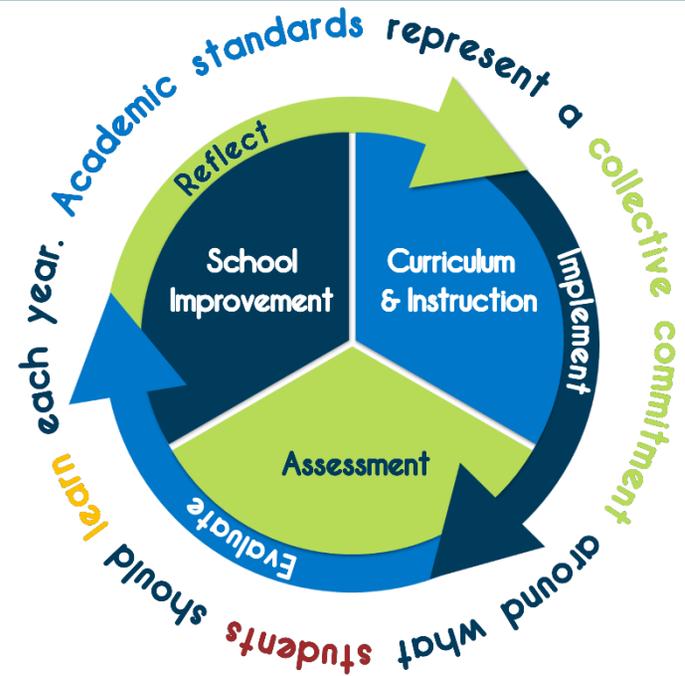


Samples for Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Grade 5 – Claim 1: Reading Literary Text

1st Text – P. 5-7

English Language Arts/Literacy

Read the passage from *Evangelina Mule* and the *Golden-Haired Ape* of the *Black-and-White Jungle*. Then answer the questions.

From *Evangelina Mule* and the *Golden-Haired Ape* of the *Black-and-White Jungle* by David Elliott

- Evangelina grabbed the trapdoor with both hands and jumped for joy. Within seconds, the trapdoor was swinging back and forth like the pendulum of a grandfather clock. Instead of a wolf from her mother or father, she grabbed the trapdoor hanging directly in front of her with one hand and set up of the first trapdoor with the other. In the wink of an eye, she was breathing through the open hole.
- Have you guessed what Evangelina means yet? Her "A" has gerbil and champagne and champagne and bits of perfume, including the golden-haired ape of the *Black-and-White Jungle*, got around by coming on vines and branches from tree to tree. It's a feat! That isn't it without a net!
- "Whooooo," called Evangelina as she zipped over and around her parents. "Watch that!"
- And setting up with both hands she did a somersault before she grabbed the next trapdoor.
- "She's a natural," her father said proudly as he watched Evangelina whirl around the trees.
- "It's like she's done it all her life," Evangelina added.
- In truth, Evangelina had practiced before. She had been secretly practicing on the tall trees that surrounded her tiny bungalow. You might think that this was any kind of neighborhood on her part. It was instead the natural result of her upbringing. You see, golden-haired apes teach their children to head their own interests. If they don't, how would the young ape ever survive in such a perilous place as the *Black-and-White Jungle*? Since Evangelina had been raised like a golden hair, when she realized that she was strong enough to breathe, she naturally took to the trees. Wouldn't you have if you had been raised in such a way?

GO ON ▶

Multiple items on the Illinois Assessment of Readiness (IAR) are linked to a set of texts to read, often accompanied by images or multimedia. The sample [item set](#) has two sections from a literary text and a writing task. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B. The set also has items that require different interactions, such as sequencing events where partial credit is possible.

This sample item set also contains a Literary Analysis writing task comparing two texts. Student responses are graded according to page 3 of the [Literary Analysis Rubric](#). Literary writing tasks often contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

2nd Text – P. 12-13

English Language Arts/Literacy

Read the passage from *Evangelina Mule* and the *Golden-Haired Ape* of the *Black-and-White Jungle*. Then answer the questions.

From *Evangelina Mule* and the *Golden-Haired Ape* of the *Black-and-White Jungle* by David Elliott

- Evangelina grabbed the trapdoor with both hands and jumped for joy. Within seconds, the trapdoor was swinging back and forth like the pendulum of a grandfather clock. Instead of a wolf from her mother or father, she grabbed the trapdoor hanging directly in front of her with one hand and set up of the first trapdoor with the other. In the wink of an eye, she was breathing through the open hole.
- Have you guessed what Evangelina means yet? Her "A" has gerbil and champagne and champagne and bits of perfume, including the golden-haired ape of the *Black-and-White Jungle*, got around by coming on vines and branches from tree to tree. It's a feat! That isn't it without a net!
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GO ON ▶

Writing Task – P. 17

English Language Arts/Literacy

7. You have read two passages that share a similar theme. Write an essay comparing how each passage demonstrates the theme of children being given the freedom to follow their own desires. Support your response with details from **both** passages.

Two-part Multiple-choice P. 10	Sequencing Table P. 9	Answer Key P. 3	Answer Key P. 4	Written Response Scoring Rubric P. 3																																																
<p>English Language Arts/Literacy</p> <p>3. Part A Which statement shows how the point of view influences how the events are described in the passage from <i>The Wanderer</i>?</p> <p>A. The narrator indicates that Sophie is emotional when she talks about sailing with her father. B. The narrator reveals Sophie's impatience when she asks to go sailing. C. The narrator shows Sophie's determination when she asks to go sailing with her uncles. D. The narrator suggests that Sophie is concerned about her mother when she asks to go sailing.</p> <p>Part B Which evidence from the passage best supports the answer to Part A?</p> <p>A. "It rained and rained and rained. . ." (paragraph 1) B. "The boat is an ether in dispersal or emptiness. . ." (paragraph 5) C. "I want you to stay home." (paragraph 7) D. "I am broken, and I am going to sail. . ." (paragraph 9)</p> <p>First</p> <p>Last</p> <p>GO ON ▶</p>	<p>English Language Arts/Literacy</p> <p>2. Select four statements from the list that summarize the passage from <i>The Wanderer</i> and place them into the summary boxes in the correct order.</p> <p>Sophie's two cousins are going on the sailing trip. Sophie's father says she is clumsy, logical, and stubborn. Sophie's mother does not want her to sail alone. Sophie loves the sea and thinks about it constantly. Sophie continues her search to let her sail with them. Sophie's mother does not trust cousins only.</p> <p>First</p> <p>Last</p> <p>GO ON ▶</p>	<p>English Language Arts/Literacy</p> <p>ELA/Literacy Grade 5 Release Items Answer and Alignment Document</p> <p>Text Type: LAR Passage(s) from: <i>The Wanderer</i> / <i>From Evangelina Mule</i> and the <i>Golden-Haired Ape</i> of the <i>Black-and-White Jungle</i></p> <table border="1"> <thead> <tr> <th>Item Code</th> <th>Answer(s)</th> <th>Standards/Evidence Statement Alignment</th> </tr> </thead> <tbody> <tr> <td>C1438</td> <td>Item Type: EBRK Part A: C Part B: C</td> <td>L.5.1 PS.1.1</td> </tr> <tr> <td>C1439</td> <td>Item Type: TECK</td> <td>RL.5.2 PS.1.1</td> </tr> <tr> <td>C1420</td> <td>Item Type: EBRK Part A: C Part B: D</td> <td>RL.5.3 PS.1.1</td> </tr> </tbody> </table> <p>GO ON ▶</p>	Item Code	Answer(s)	Standards/Evidence Statement Alignment	C1438	Item Type: EBRK Part A: C Part B: C	L.5.1 PS.1.1	C1439	Item Type: TECK	RL.5.2 PS.1.1	C1420	Item Type: EBRK Part A: C Part B: D	RL.5.3 PS.1.1	<p>English Language Arts/Literacy</p> <table border="1"> <thead> <tr> <th>Item Code</th> <th>Item Type</th> <th>Standards</th> </tr> </thead> <tbody> <tr> <td>C1439</td> <td>Item Type: TECK</td> <td>RL.5.1 PS.1.1</td> </tr> <tr> <td>C1421</td> <td>Item Type: EBRK Part A: C Part B: A</td> <td>LS.3 PS.1.1</td> </tr> <tr> <td>C1425</td> <td>Item Type: EBRK Part A: C Part B: C</td> <td>RL.5.1 PS.1.1</td> </tr> <tr> <td>C1426</td> <td>Item Type: PCR Refer to Grade 5 Scoring Rubric</td> <td>RL.5.1 PS.1.1</td> </tr> <tr> <td>C1425</td> <td>Item Type: EBRK (additional item) Part A: D Part B: A</td> <td>LS.3 PS.1.1</td> </tr> </tbody> </table>	Item Code	Item Type	Standards	C1439	Item Type: TECK	RL.5.1 PS.1.1	C1421	Item Type: EBRK Part A: C Part B: A	LS.3 PS.1.1	C1425	Item Type: EBRK Part A: C Part B: C	RL.5.1 PS.1.1	C1426	Item Type: PCR Refer to Grade 5 Scoring Rubric	RL.5.1 PS.1.1	C1425	Item Type: EBRK (additional item) Part A: D Part B: A	LS.3 PS.1.1	<p>ILLINOIS IAR</p> <p>Grade 5 ELA Samples to Success Final July 2025</p> <p>Written Response Scoring Rubric P. 3</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Criteria</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Content</td> <td>Response fully addresses the prompt and includes relevant details from both passages.</td> </tr> <tr> <td>3</td> <td>Content</td> <td>Response addresses the prompt and includes relevant details from both passages, but may be less thorough.</td> </tr> <tr> <td>2</td> <td>Content</td> <td>Response addresses the prompt but includes limited details from the passages.</td> </tr> <tr> <td>1</td> <td>Content</td> <td>Response does not address the prompt or includes minimal details.</td> </tr> <tr> <td>0</td> <td>Content</td> <td>Response is missing or does not address the prompt.</td> </tr> </tbody> </table>	Score	Criteria	Description	4	Content	Response fully addresses the prompt and includes relevant details from both passages.	3	Content	Response addresses the prompt and includes relevant details from both passages, but may be less thorough.	2	Content	Response addresses the prompt but includes limited details from the passages.	1	Content	Response does not address the prompt or includes minimal details.	0	Content	Response is missing or does not address the prompt.
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Grade 5 – Claim 2: Reading Informational Text

1st Text P. 5-8

Today you will research giant pandas. You will read the article "Giant Pandas." Then you will read the article "Helping Giant Pandas" and a passage from the article "Giant Panda Cubs Give Hope to an Endangered Species." As you review these articles, you will gather information and answer questions about giant pandas as you can write an essay.

Read the article "Giant Pandas." Then answer the questions.

Giant Pandas

Life Out in the Wild

- 1 An adult giant panda spends much of its day resting, seeking food, and eating. Unlike other bears from temperate climates, giant pandas do not hibernate. Until recently, scientists thought giant pandas spent most of their time alone. They believed that males and females met only during the breeding season.
- 2 Recent studies paint a different picture. Small groups of giant pandas share a large territory and sometimes meet outside the breeding season. Much remains to be learned about the social lives of these animals. Every new discovery helps scientists in their battle to save this species.

Giving Birth in Captivity

- 3 Giant pandas are also born in captivity. Captive breeding centers were started because giant pandas are so endangered. The giant panda's naturally slow breeding rate prevents a population from recovering quickly from illegal hunting, habitat loss, and other human-related causes of death. The captive breeding centers provide a protected place for giant pandas to breed and for baby pandas to grow up. One of the most famous centers for breeding baby pandas is the Beijing Nature Reserve.

What to do with Twins

- 4 When pandas are born in captivity, they often have twins. Panda mothers will only care for one baby at a time. This means the keepers at the breeding center have to help care for the babies and keep them healthy. They feed

GO ON ►

Here we provide an [informational text sample item set](#). The set contains a set of informational texts to read along with several multiple-choice items. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each informational text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B.

The item set also contains a Research Simulation writing task. Student responses are graded according to page 3 the [Research Simulation Task Rubric](#). All Research Simulation writing tasks contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

2nd Text P. 13

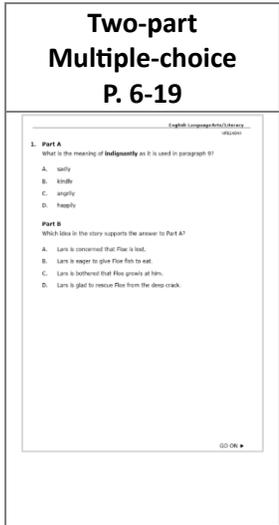
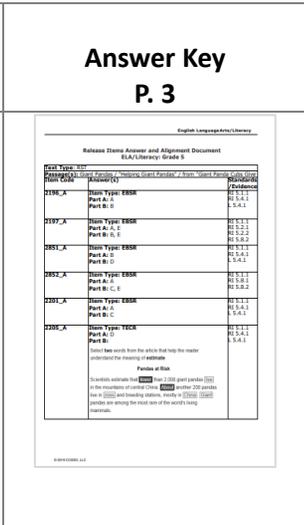
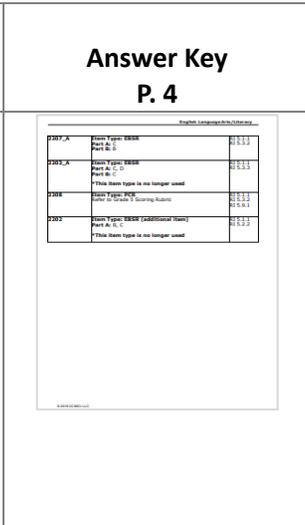
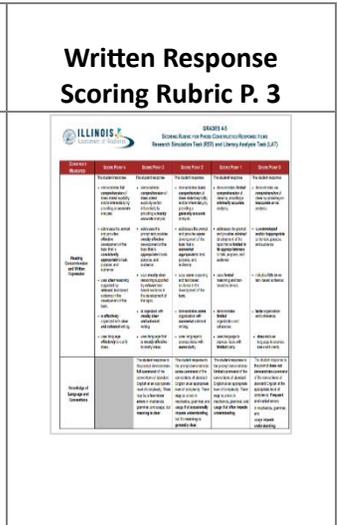
Read the article "Helping Giant Pandas." Then answer the questions.

Helping Giant Pandas

- 1 **Flaggs** the world over love the black-and-white bears known as pandas. The giant pandas in national reserves in China, and their rare babies are protected by law. Today, only around 1,800 giant pandas survive on Earth. Scientists are working together to find solutions to the problems these animals face.
- 2 **With** so few pandas in the wild, scientists are trying to understand the ways the bears find one another for breeding. Scientists have put special collars on wild pandas. This collar sends signals that the bear can't see or hear. This helps them understand where the bear lives and also sends nearby people a message to stay away from the panda's home.
- 3 **Bamboo** is the most important plant in a panda's life, because that is what it eats. Giant pandas eat about 40 pounds of bamboo a day. Sometimes their food supply is low because after bamboo produces seeds, the entire plant dies. When that happens, pandas move to another area. But now, with humans taking so much of the panda's habitat, pandas are unable to move to another area and may starve to death when bamboo trees cannot flower to bring only one or two kinds of bamboo, but it is not the best panda food to survive.
- 4 **Panda** females use hollow tree stumps and stone spines as dens for raising their cubs. As females are ideal for human use, these are fewer dens available. San Diego Zoo researchers have been working with Chinese scientists to find out if building new-made dens in the wild could help solve the problem.
- 5 **Pandas** only give birth every few years. Females give birth to one or two cubs, but often the mother can only care for one. China has some pandas in special places where they are cared for by humans. When a female panda gives birth to two cubs, the keepers help take care of the cubs who cannot survive. This has helped the number of pandas in the world to grow.

"Helping Giant Pandas" from San Diego Zoo Global, copyright © by San Diego Zoo Global. Used by permission.

GO ON ►

Two-part Multiple-choice P. 6-19	Writing Task P. 11	Answer Key P. 3	Answer Key P. 4
			
<h3>3rd Text P. 16-17</h3>			

Grade 5 – Claim 3: Reading Vocabulary

3rd Text P. 16-17

English Language Arts/Literacy

Read the passage from the article "Giant Panda Cubs Give Hope to an Endangered Species." Then answer the questions.

from "Giant Panda Cubs Give Hope to an Endangered Species"

by David George Gordon

Pandas at Risk

1 Scientists estimate that fewer than 2,000 giant pandas live in the mountains of central China. About another 200 pandas live in zoo and breeding stations, mostly in China. Giant pandas are among the most rare of the world's living mammals.

Rearing Babies

2 "Every newborn panda is important," says Don Lindburg, leader of the giant panda research team at the San Diego Zoo. "After they have grown to adulthood, some of the captives have been used to research on the reproductive cycle. The idea is that their data will give clues to how care will help protect China's particularly small population of wild pandas."

3 "Breeding giant pandas is no easy feat," says Lindburg. Female giant pandas can produce cubs only once every two years. In the wild, an adult female may successfully raise five to eight cubs in her lifetime. By studying pandas in captivity, Lindburg and other scientists are discovering ways to improve the odds for the precious young pandas' survival.

4 Giant pandas once roamed freely across China to its eastern coast and from the country's mountains to the hot, dry valleys below. But as more people moved their homes to the valleys and began to burn the land, the naturally shy pandas lost a lot of their habitat and most of their food—the most stems, shoots, and leaves of wild bamboo plants.

Hope for the Future

5 Today conservation groups, scientists, zoo workers, and the Chinese government work to safeguard what remains of the panda habitat. Many think that creating bamboo corridors—strips of undisturbed land through which pandas can comfortably wander and feed—will one day help bring saving the

GO ON ▶

Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This [released item set](#) (the same sample set from Claim 1) contains two embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item. In this particular item, students must select two words that help them understand the meaning of “estimate.”

Two-part Multiple-choice P. 12	Answer Key P. 3																					
<p style="text-align: center;"><small>English Language Arts/Literacy</small></p> <p style="text-align: center;"><small>Grade 5</small></p> <p>6. Part A</p> <p>What is the meaning of the word estimate as it is used in paragraph 1 of "Giant Panda Cubs Give Hope to an Endangered Species"?</p> <p>A. to state a fact B. to calculate exactly C. to choose from a set of given choices D. to make a guess based on information</p> <p>Part B</p> <p>Select two words from the article that help the reader understand the meaning of estimate.</p> <p style="text-align: center;">Pandas at Risk</p> <p>Scientists estimate that fewer than 2,000 giant pandas live in the mountains of central China. About another 200 pandas live in zoo and breeding stations, mostly in China. Giant pandas are among the most rare of the world's living mammals.</p> <p style="text-align: right;"><small>GO ON ▶</small></p>	<p style="text-align: center;"><small>English Language Arts/Literacy</small></p> <p style="text-align: center;"><small>Grade 5</small></p> <p style="text-align: center;">Release Items Answer and Alignment Document ELA/Literacy Grade 5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Item Code</th> <th>Answer(s)</th> <th>Standards (Evidence)</th> </tr> </thead> <tbody> <tr> <td>2194_A</td> <td>Item Type: EBSR Part A: A Part B: D</td> <td>RI.5.1 RI.5.4.1 F.5.4.1</td> </tr> <tr> <td>2197_A</td> <td>Item Type: EBSR Part A: C, E Part B: C, E</td> <td>RI.5.1 RI.5.2.1 RI.5.2.2 RI.5.2.3 RI.5.2.4</td> </tr> <tr> <td>2851_A</td> <td>Item Type: EBSR Part A: D Part B: D</td> <td>RI.5.1 RI.5.4.1 F.5.4.1</td> </tr> <tr> <td>2852_A</td> <td>Item Type: EBSR Part A: C, E Part B: C, E</td> <td>RI.5.1 RI.5.2.1 RI.5.2.2 RI.5.2.3 RI.5.2.4</td> </tr> <tr> <td>2201_A</td> <td>Item Type: EBSR Part A: A Part B: C</td> <td>RI.5.1 RI.5.4.1 F.5.4.1</td> </tr> <tr> <td>2305_A</td> <td>Item Type: TECK Part A: Part B:</td> <td>RI.5.1 RI.5.4.1 F.5.4.1</td> </tr> </tbody> </table> <p>2305_A Part A: Part B:</p> <p>Select two words from the article that help the reader understand the meaning of estimate.</p> <p style="text-align: center;">Pandas at Risk</p> <p>Scientists estimate that fewer than 2,000 giant pandas live in the mountains of central China. About another 200 pandas live in zoo and breeding stations, mostly in China. Giant pandas are among the most rare of the world's living mammals.</p>	Item Code	Answer(s)	Standards (Evidence)	2194_A	Item Type: EBSR Part A: A Part B: D	RI.5.1 RI.5.4.1 F.5.4.1	2197_A	Item Type: EBSR Part A: C, E Part B: C, E	RI.5.1 RI.5.2.1 RI.5.2.2 RI.5.2.3 RI.5.2.4	2851_A	Item Type: EBSR Part A: D Part B: D	RI.5.1 RI.5.4.1 F.5.4.1	2852_A	Item Type: EBSR Part A: C, E Part B: C, E	RI.5.1 RI.5.2.1 RI.5.2.2 RI.5.2.3 RI.5.2.4	2201_A	Item Type: EBSR Part A: A Part B: C	RI.5.1 RI.5.4.1 F.5.4.1	2305_A	Item Type: TECK Part A: Part B:	RI.5.1 RI.5.4.1 F.5.4.1
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