



Georgia CRCT-M

Sample Items

Grade 4

ENGLISH / LANGUAGE ARTS



Original CRCT

Grade 4 Items

ENGLISH / LANGUAGE ARTS

ENGLISH / LANGUAGE ARTS

1. What is the BEST way to combine the sentences?

The sisters went shopping. They bought sweaters.

- A. The sisters went shopping, but they bought sweaters.
- B. The sisters went shopping, after they bought sweaters.
- C. The sisters went shopping, for they bought sweaters.
- * D. The sisters went shopping, and they bought sweaters.

2. Which word is the adverb?

The sweet mixture was quickly blended into the flour.

- A. sweet
- * B. quickly
- C. blended
- D. flour

3. Which type of sentence is this?

Tommy went to the grocery store yesterday.

- A. interrogative
- * B. declarative
- C. exclamatory
- D. imperative

4. Which is the BEST way to eliminate the sentence fragment?

After we waited for months. Our new car arrived yesterday.

- A. We waited for months but our new car arrived yesterday.
- B. We waited for months after our new car arrived yesterday.
- * C. After we waited for months, our new car arrived yesterday.
- D. After we waited for months and our new car arrived yesterday.

ENGLISH / LANGUAGE ARTS

5. Which is the BEST closing sentence for the letter?

Dear Kay,
Are you doing okay? I am feeling much better and getting used to using my crutches. My doctor said I will be able to walk without them soon. Even though it can be tough getting in and out of my car, I try to go outdoors as much as I can. I love the smell of fresh air and the way the trees look.

- A. Are you doing okay?
- B. My doctor said I will be able to walk without them soon.
- * C. Eventually, we can go to the park together again.
- D. Do you know that I had all of my friends sign my cast?



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1. What is the BEST way to combine the sentences?

The sisters went shopping.
They bought sweaters.

- A. The sisters went shopping, **but** they bought sweaters.
- B. The sisters went shopping, **after** they bought sweaters.
- C. The sisters went shopping, **for** they bought sweaters.
- D. The sisters went shopping, **and** they bought sweaters.

2. Which word is the **adverb**?

The sweet mixture was quickly blended into the flour.

- A. sweet
- B. quickly
- C. blended
- D. flour

Helpful Hint

An adverb describes a verb, an adjective, or another adverb.

ENGLISH / LANGUAGE ARTS

3. Which type of sentence is this?

Tommy went to the grocery store yesterday.

- A. interrogative
- B. declarative
- C. exclamatory
- D. imperative

Helpful Hint

- An interrogative sentence asks a question.
- A declarative sentence makes a statement.
- An exclamatory sentence expresses strong feelings.
- An imperative sentence gives a command.

ENGLISH / LANGUAGE ARTS

4. Which is the BEST way to eliminate the **sentence fragment**?

After we waited for months. Our new car arrived yesterday.

- A. We waited for months but our new car arrived yesterday.
- B. We waited for months after our new car arrived yesterday.
- C. After we waited for months, our new car arrived yesterday.
- D. After we waited for months and our new car arrived yesterday.

Helpful Hint

A sentence fragment is not a complete sentence.

5. Which is the BEST closing sentence for the letter?

Dear Kay,
Are you doing okay? I am feeling much better and getting used to using my crutches. My doctor said I will be able to walk without them soon. Even though it can be tough getting in and out of my car, I try to go outdoors as much as I can. I love the smell of fresh air and the way the trees look.

- A. Are you doing okay?
- B. My doctor said I will be able to walk without them soon.
- C. Eventually, we can go to the park together again.
- D. Do you know that I had all of my friends sign my cast?

Item Sequence	Georgia Performance Standard	KEY
1	<p>Domain: Writing ELA4W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:</p> <p>d. Uses appropriate structures to ensure coherence (e.g., transition elements).</p>	D
2	<p>Domain: Conventions ELA4C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).</p>	B
3	<p>Domain: Conventions ELA4C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).</p>	B
4	<p>Domain: Conventions ELA4C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</p>	C
5	<p>Domain: Writing ELA4W2. The student demonstrates competence in a variety of genres. The student produces informational writing (e.g., report, procedures, correspondence) that:</p> <p>h. Provides a sense of closure in writing.</p>	C

Item Sequence	Commentary
All	<ul style="list-style-type: none"> • The font size was increased on all items. • The line spacing between items was increased.
1	<ul style="list-style-type: none"> • The key words in each answer choice were boldfaced to focus the student on the skill being assessed. • The sentences were provided on separate lines to improve readability.
2	<ul style="list-style-type: none"> • The grammatical term being assessed was boldfaced to help the student focus on critical information. • A helpful hint was added so the student is assessed on the ability to identify the adverb in the sentence.
3	<p>A helpful hint was added so the student is assessed on the ability to identify the sentence type that fits the definition.</p>
4	<ul style="list-style-type: none"> • The term sentence fragment was boldfaced in the question to emphasize the concept being assessed. • A helpful hint was added so the student focuses on eliminating or correcting the sentence fragment.
5	<p>No changes have been made.</p>