



Florida Comprehensive Assessment Test

4th Grade Reading

Sample Test:
Social Insects

Reading Book

Helpful Tips

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| READ |
| THINK |
| EXPLAIN |
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This symbol is next to questions that require a short written answer. A full and complete answer to each of these questions is worth 2 points. A partial answer is worth 1 point.

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| READ |
| THINK |
| EXPLAIN |
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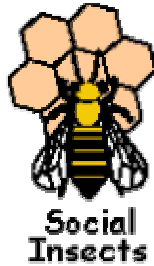
This symbol is next to questions that require a longer written answer. A full and complete answer to each of these questions is worth 4 points. A partial answer is worth 1, 2, or 3 points.

Answers to the short- and long-answer questions can receive full or partial credit. You should try to answer these questions even if you are not sure of the correct answer. If you get a portion of the answer correct, you will get a portion of the points.

- Read the question carefully.
- If you do not understand the question, go back and review the passage.
- Write your answer on the lines provided in the Answer Book.
- Remember that it is necessary to include details and information from the passage in your answer.
- Be sure to answer every part of the questions.
- Use clear, concise language to explain your answer.
- Reread the answer to make sure it says what you want it to say.

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It has six legs, two pairs for each part of the thorax (the central part of the insect that the head, wings, and legs are attached to), and an exoskeleton, which is an outer shell. It may also have two pairs of wings, two sets of jaws, and two kinds of eyes. What is this creature? It is a typical insect, and insects of all kinds have existed on earth for millions of years. Sometimes we think of all insects as pests. Human life, however, would have a difficult time continuing without insects, because they pollinate plants and are a food source for many animals. Besides, insects, especially the social ones, are fascinating.

One very interesting and useful social insect is the honey bee. Bees are considered social insects because they live and work together. They cooperate and communicate in order to survive. The bee lives in a beehive with other workers and drones, and with the queen, who can lay thousands of eggs a day. The worker bees make wax used to create new cells within the honeycomb inside the hive. Humans use this valuable beeswax in candles, cosmetics, expensive furniture polish, and other products. Worker bees also make honey from nectar collected as they go from flower to flower. During these flights, bees carry pollen that fertilizes plants so that they will reproduce. Thus bees help to keep plants growing. They also produce honey, a valuable food for humans (as well as for bees).

Another fascinating social insect is the ant. Many types of ants live in colonies underground. There thousands of them build and maintain their "city." They keep it clean and free of enemies. They also cooperate to provide food, sometimes in a manner that looks human. For example, some ants actually raise their own food. One type of ant "farmer" keeps and cares for aphids. Aphids are tiny insects that suck sweet sap from plants. Ant farmers milk their aphids for this sap, just like actual farmers milk cows. The sap is then given as food to young ants and to the queen, whose main duty is to lay eggs.

Another type of ant that produces its own food does so by gardening, rather than by raising "livestock." These farmer ants take pieces of leaves into the colony and chew them up. The soft, chewed up leaves then sprout a fungus that the worker ants use to feed the queen and young ants. There are many other ways that ants cooperate to maintain and protect their colonies.

There are also many other kinds of social insects. What makes them all so fascinating is their organization. Although each insect has certain tasks to perform, the entire hive or colony appears to function as one living organism.



Florida Comprehensive Assessment Test

4th Grade Reading

Sample Test:
Social Insects

Answer Book

Name _____ Date _____

Teacher _____ Score ____ / 12

Read the story “Social Insects.” Now answer Numbers 1 through 7. Base your answers on the story.

1 What was Read the first two paragraphs of the article again. Then think about this sentence from the first paragraph.

Human life, however, would have a difficult time continuing without insects because they pollinate plants and are a food source for many animals.

What does the word *pollinate* mean?

- (A) fertilize
- (B) harvest
- (C) provide
- (D) sprout

2 What is one reason humans think that beeswax is valuable?

- (A) It is found inside a beehive.
- (B) It provides good food for humans.
- (C) It is used in many helpful products.
- (D) It is a food source for many animals.

3

Why did the author write the article "Social Insects?"

- (A) To inform readers about farm ants.
- (B) To show readers how good beeswax is.
- (C) To show that some insects are social insects.
- (D) To explain why insects are better than livestock.

4

Using details from the article, explain what a social insect is.

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| READ |
| THINK |
| EXPLAIN |
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5

Tell how ants and bees are ALIKE and how they are DIFFERENT. Use details and information from this article to explain your answer.

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| READ |
| THINK |
| EXPLAIN |
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Ants are frequently thought of as hard working insects. What details in this article support that claim?

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| READ |
| THINK |
| EXPLAIN |
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7

Look at the picture of the insect below. What name would you call the part inside the dotted circle?



- A cell
- B exoskeleton
- C jaw
- D pollinator



Florida Comprehensive Assessment Test

4th Grade Reading

Sample Test:
Social Insects

Answer Key

Answer Key: Social Insects

This book contains answers and explanations for Social Insects Sample Test questions. Multiple-choice items are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, Explain” questions are scored with two-point and four-point rubrics respectively. For short- and extended-response 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, Explain” questions are given in the general two-point and four-point rubrics below.

Sample top-score responses are provided for each “Read, Think, Explain” question.

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| READ |
| THINK |
| EXPLAIN |
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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 may include 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.

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| READ |
| THINK |
| EXPLAIN |
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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 may include 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.

1. A

2. C

3. C

4. Example of a top-score response:

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| READ |
| THINK |
| EXPLAIN |
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A social insect is one that lives in a community of other insects which communicate and work together cooperatively. They do such things as gather food for the good of the group, and defend themselves against enemies.

5. Example of a top-score response:

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| READ |
| THINK |
| EXPLAIN |
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Bees and ants are alike because they are both social insects that live in a community that work together to raise young and produce food. They both defend their community against enemies, and cooperate to succeed. Bees and ants are different because bees live above ground and ants live below the ground. Bees make products that humans use, and fertilize plants. Ants are different because they raise food by gardening and by raising "livestock."

6. Example of a top-score response:

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| READ |
| THINK |
| EXPLAIN |
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Ants are very hard workers. They build and keep a "city" of thousands clean, and help defend it from enemies. Ants raise their own food by keeping, caring for, and milking aphids. They also cultivate fungus which is fed to the queen and young ants. Ants have specific tasks to perform to make the community survive.

7. B