



Smarter Balanced Assessment Consortium

ELA Practice Test Scoring Guide **Grade 3**

1/3/2017



About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information¹:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 3. A separate document is available that provides a sample performance task and scoring guide for this grade level.

¹ Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the passage and answer questions 1–8.

Treasure in the Field

by Marilyn Bolchunos

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook dinner.

"What have you been doing all day, Ta?" he would ask his older son.

"Studying, Father, and thinking," Ta would reply.

"And what have you been doing, Hai, my young son?" the father would ask.

"Watching the house for you," Hai would answer.

A neighbor asked the old man, "Are your sons helping you?"

"Oh, they would," the father answered, "but they are young."

Some years later, the neighbor asked, "Aren't your sons helping you in the field?"

"Oh, they would," the father replied again, "but they are still young. I will let them enjoy life now. They will help me later on."

As the years went by, it became clear even to their father that the boys were lazy. Though they sometimes tended the field with him, they always made excuses to go home early.

Finally the father grew too old to work, and he took to his bed. The sons were sad, for they not only depended on their father, but they also loved him.

One day the old man called Ta and Hai to his side and said weakly, "I have a secret to tell you, my sons. Bend close."

Hai and Ta leaned over to hear the secret.

"A while ago," the old man said, "we learned that there is treasure buried in the field. It's still there, but you must dig for it."

The sons' eyes widened.

"Treasure in the field?" Ta said. "Where?" asked Hai.

"Dig for it, and you will find it," said their father. "But promise me that you will share it equally."

The sons promised and hurried out to begin. Day after day they dug. Their neighbor was astonished to see how long and hard the young men worked. As for Ta and Hai, they felt stronger and better than ever before.

At last, the entire field had been dug, but no treasure had been found. The brothers moped around with their heads down.

Finally an idea came to Ta. "The land is ready for planting," he said to his brother. "And our rice is almost gone. You take one half of the field, and I'll take the other. We'll tend it just as Father did."

The days passed and the seedlings grew. In due time, the field gave an abundant harvest. There was rice to eat and rice to sell.

When the sons took the rice to the marketplace, it brought a good price.

Excited, Ta and Hai ran back to the house and approached their father's bedside. They dropped coins into the old man's hands.

"Look, Father," said Hai. "We have sold rice and brought you gold!"

"Yes," said Ta. "Just as you said, the treasure was in the field."

The old man smiled. They had learned his secret.

"Treasure in the Field" by Marilyn Bolchunos, from *Highlights for Children*. Copyright © 2004 by Highlights for Children, Inc.

Item	Grade	Claim	Target	DOK	Standard(s)
#1	3	1	1	2	RL.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

Which detail from the passage **best** explains why the father must stop working in the field?

- A. The father needs to return home to cook the dinner.
- B. The father asks the neighbor to do the work in the fields for him.
- C. The father’s sons depend on him to stay home and care for them.
- D. The father’s age makes it too difficult to do farm work any longer.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	3	1	3	2	RL.4

Evidence Statement

The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the sentences from the passage.

Day after day they dug. Their neighbor was astonished to see how long and hard the young men worked.

What does the word astonished **most likely** mean?

- A. disappointed
- B. discovered
- C. satisfied
- D. surprised

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#3	3	1	4	3	RL.3

Evidence Statement
The student will form a conclusion about a literary text and identify details within the text that support that conclusion.

Part A

This question has two parts. First, answer part A. Then, answer part B.

Which statement about the boys is supported by the passage?

- A. The boys did not share the work equally.
- B. The boys did not know how to plant a field of rice.
- C. The young boys wished to surprise their father with a special dinner.
- D. The young boys preferred to sit in the house instead of working outside.

Part B

Which sentence from the passage **best** supports your answer in part A.

- A. The sons promised and hurried out to begin.
- B. As the years went by, it became clear even to their father that the boys were lazy.
- C. At last, the entire field had been dug, but no treasure had been found.
- D. The brothers moped around with their heads down.

Key: Part A: D

Part B: B

Rubric: (1 point) The student selects the correct option for part A and the correct option in part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	3	1	1	1	RL.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

Which detail from the passage **best** shows that the old man's sons are lazy?

- A. Since the man had to tend the field, the boys took care of the house.
- B. "Oh, they would," the father replied again, "but they are still young."
- C. Though they sometimes tended the field with him, they always made excuses to go home early.
- D. The sons were sad, for they not only depended on their father, but they also loved him.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#5	3	1	4	3	RL.3

Evidence Statement

The student will form an inference about a literary text and identify details within the text that support that inference.

What can the reader infer about the secret the father tells his sons? Include information from the passage in your answer.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>ta's and hai's father wanted to teach the boys that hard work great rewards but instead of just saying that he made them learn it.one way the story tells me is that ta and hai both felt much stronger and better then ever before. anoter one is they both worked toghter and got a lot of money for selling rice.they did hard work to earn the money so that's how they learned hard work pays of.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text 	<p>The father tells them that there is gold so they wanted to get it but the father just wanted them to work and not be lazy and so they did work and they planted and the rice grew and htye sold it and got gold and gave it to their father</p>
0	<p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/draw a conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/draws a conclusion but includes no explanation or relevant information from the text 	<p>What the reader can infre is never to be lazy.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#6	3	1	5	3	RL.3

Evidence Statement

The student will describe and explain the relationships among literary elements (e.g., characters) within one text.

Which sentence is **most likely** true about **both** sons in the passage?

- A. Both wish that they will always live on the farm.
- B. Both wish to have more treasure than anyone else.
- C. Both learn that treasure can have more than one meaning.
- D. Both want to teach their father how to grow rice in the field.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	3	1	6	2	RL.5

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

Which of these **best** describes why the author used dialogue in the passage?

- A. to describe how the sons and the old man work together
- B. to describe how the old man shares his secret with his sons
- C. to explain why the characters behave the way they do
- D. to explain why the neighbor was interested in the father’s fields

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#8	3	1	7	2	RL.4

Evidence Statement
The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.

Read the sentence from the passage.

It became clear, even to their father, that the boys were lazy.

What does the phrase even to their father tell the reader about the story?

- A. It took the father a long time to teach the boys a new kind of work.
- B. It took the father longer than others to understand his sons were lazy.
- C. The father knew all along that his boys did not like to work on the family farm.
- D. The father knew many other people who could be trained to help him on the farm.

Key: B

Rubric: (1 point) The student selects the correct option.

Read the passage and answer questions 9–15.

Sap’s Running

by Stephen R. Swinburne

The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont. They feel the wind. They feel the sun on their faces. “Sap could be running this morning,” says Nelson.

As they pass 75-year-old sugar-maple trees, sap drips from holes in the trees into metal buckets. They know for sure that today will be a good day for sugaring.

Sap from sugar maples looks like water, but tastes sweet. That’s because it has sugar in it. It also contains minerals from the soil. A 50-foot-high sugar maple has nearly two hundred thousand leaves. All these leaves drink in summer sunshine and make sugar. During winter, sugar is stored in the tree. Running sap in the spring contains the sugar that was made in the tree the summer before.

Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap. To make syrup, the sap is heated in big open pans so that most of the water will boil away. The Colemans say it takes about thirty-five gallons of sap to make one gallon of maple syrup.

More than a hundred years ago, scientist Charles Darwin wrote that sap flow was a “most mysterious subject.” Since then, many people have studied how sap flows. Much of the research has been done at the University of Vermont, where sap is still being studied.

Nelson Coleman and his brothers have made maple syrup all their lives. It is a family tradition. They don’t worry too much about why the sap is running in their trees this morning. They’re just glad it is.

The Iroquois Legend of Woksis and Maple Syrup

According to legend, an Iroquois chief named Woksis yanked his tomahawk out of a maple tree one spring day. A bowl sat by the trunk

of that tree. As the day warmed, sap dripped from the gash into the bowl. When Woksis's wife saw the sap in the bowl, she thought it was water. She used it to cook their meal. The sap boiled away, leaving maple syrup. When Woksis tasted the sweetened meat, he loved it. So, boiling sap to make maple syrup began.

What Makes Sap Run?

For years, people have thought that sap rises up from the roots of the sugar-maple tree. It doesn't. "During the time when sap flows from tap holes, the bulk flow of sap is downward," says Dr. Tim Perkins. He is a scientist at the University of Vermont.

How does sap flow? During cold nights, maple trees freeze solid. That's when water rises into the trunk and branches. The water forms frost inside tiny hollow spaces within the tree. In the morning, this frost melts and becomes sap, which flows down the tree.

Scientists say that anyone who cuts down a sugar-maple tree in freezing weather can see this is true. When the weather warms up, sap will flow from the cut end of the trunk—not from the stump.

"Sap's Running" by Stephen R. Swinburne from *Highlights for Children*. Copyright © 2004 by Highlights for Children, Inc.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	3	1	8	2	RI.1

Evidence Statement
The student will identify textual evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

Which sentence from the passage supports the idea that the Coleman brothers have experience with making maple syrup?

- A. "The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont."
- B. "As they pass 75-year-old sugar-maple trees, sap drips from holes in the trees into metal buckets."
- C. "Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap."
- D. "They don't worry too much about why the sap is running in their trees this morning."

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#10	3	1	11	3	RI.3

Evidence Statement
The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the sentence that gives the **best** conclusion about sugar-maple trees.

- Sugar maple trees grow best in cold weather.
- Most sugar maple trees are about 50 feet tall.
- The sap in sugar maple trees begins flowing in early spring.
- Vermont has the best weather for growing sugar maple trees.

Part B

Click on the sentence from the passage that **best** supports your answer in part A. Choose **one** answer.

- A 50-foot-high sugar maple has nearly two hundred thousand leaves.
- The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont.
- Scientists say that anyone who cuts down a sugar-maple tree in freezing weather can see this is true.
- Every spring, the Colemans tap holes into the sugar-maple trees, then hang a bucket under each hole to catch the sap.

Key: Part A: The sap in sugar maple trees begins flowing in early spring.

Part B: Every spring, the Colemans tap holes into the sugar-maple trees, then hang a bucket under each hole to catch the sap.

Rubric: (1 point) The student selects the correct option in Part A and the correct option in Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	3	1	11	3	RI.3

Evidence Statement

The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.

What inference can be made about the temperature in Vermont? Use details from the passage in your answer.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>I think the weather in Vermont is cold during night because in the passage it says during cold nights Maple trees freeze solid that's when water rises into the trunk and branches the water frost inside tiny hollow spaces within the the tree and during the day it's warm. Because in the passage it says in the morning frost melts and becomes sap. the passage it says in the morning frost melts and becomes Sap.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text 	<p>I think the wether their mite be warm because the sugar mapel trees need warmth to melt the frost to make the sap.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/draw a conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/draws a conclusion but includes no explanation or relevant information from the text 	<p>Scientists say that any one who cuts down a sugar-maple tree in freezing weather can see this is true.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#12	3	1	12	3	RI.6

Evidence Statement
The student will analyze the interaction between elements of a text within a text.

Read the sentences from the passage.

More than a hundred years ago, scientist Charles Darwin wrote that sap flow was a "most mysterious subject." Since then, many people have studied how sap flows. Much of the research has been done at the University of Vermont, where sap is still being studied.

What does this paragraph show about the author's point of view?

- A. He believes that no one will ever be able to solve the mystery of how sap flows.
- B. He believes the way sap is turned into syrup is difficult to understand and the University helps.
- C. He believes the way sap is formed and how it runs is still being studied at the University of Vermont.
- D. He believes that Charles Darwin would have been able to help the University in figuring out how sap runs.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	3	1	13	2	RI.5

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

What is the **most likely** reason the author included the legend in the passage? Pick **two** choices.

- to make the idea of tasting sap seem fun
- to provide details about the Iroquois way of life
- to explain how people discovered how to make syrup
- to show sap has been used to make syrup for many years
- to provide information that shows that sap is a good sweetener for food
- to show how the Iroquois used to make syrup and how syrup is made today

Key: C, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#14	3	1	14	2	L.5

Evidence Statement

The student will determine the meaning of a word or phrase based on its context in an informational text.

Read the sentences from the passage.

Nelson Coleman and his brothers have made maple syrup all their lives. It is a family tradition.

What is a family tradition?

- A. the way that some families act
- B. a breakfast food that a family eats
- C. a place where a family likes to go together
- D. something that a family does year after year

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	3	1	14	2	L.5a

Evidence Statement

The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning.

Read the sentence from the passage.

All these leaves drink in summer sunshine and make sugar.

Which statement **best** describes what this sentence means?

- A. Leaves grow larger in the summer.
- B. Leaves use sunlight to make sugar.
- C. Summer is the best time to collect sugar.
- D. Trees with many leaves make more sugar.

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	3	2	1bE	2	W.3b

Evidence Statement

The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as including dialogue to convey events/experiences, including descriptive details to convey events/experiences, and identifying details that should be deleted because they are inconsistent with the rest of a narrative.

Ellen is writing a story for her class about a day at the beach. She wants to revise her story to use more descriptive words. Read the draft and complete the task that follows.

It was Ellen's last day of summer vacation. She raced into the garage and announced, "Dad, we have to go to the beach today! It's our last chance this summer to go swimming and build sandcastles together!"

Dad smiled happily and, together, Ellen and Dad drove 45 minutes to the beach. Once there, they set up their chairs near the water. Dad read and Ellen played.

Ellen worked for about an hour on her sandcastle. Then, she noticed that her dad had spent that entire time just reading a book. She felt annoyed. She tugged at Dad's book. She looked at him.

Dad grinned and set his book aside. Together, the two raced into the warm, bubbly waves. They laughed with excitement.

Select **two** of the choices that have the **best** descriptive sentences to replace Dad read and Ellen played and She looked at him.

- Dad enjoyed relaxing with his new book while Ellen built a sandcastle. / She gave him a look that said, "I want you to spend time with me."
- Dad helped Ellen build a sandcastle. / She gave him a look that said, "I'm glad you like your book."
- Dad read a book to Ellen and then they swam. / She looked at the pictures in the book.
- Dad read for a while and then built a sandcastle. / She looked at the warm, bubbly waves.
- Dad had a wonderful time reading while Ellen worked on her giant sandcastle. / She gave him a look that said, "It's time to have some fun, now!"
- Dad decided that he did not like his book. / She gave him a look that said, "You are the best dad."

Key: A, E

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	3	2	3bE	2	W.2b

Evidence Statement

The student will revise complex informational text by identifying best use of elaboration techniques such as developing the topic with supporting details.

A student is writing a report for social studies class about the state of Alaska. The student wants to revise the draft to make sure it has enough details. Read this portion of the report and complete the task that follows.

Alaska is a very big state. It is bigger than Texas, California, and Montana put together! Even though it is a big state, only about 730,000 people live there. Alaska has 39 mountain ranges and two rain forests. A lot of different animals live in Alaska. In Barrow, the town located farthest north in the state, the sun doesn't set between May 10 and August 2, but between November 18 and January 23, the sun doesn't rise. Alaska is a very interesting and unusual place.

My notes on Alaska:

- Black bears, brown bears, moose, musk ox, and whales are just a few animals that call Alaska home.
- The capital of Alaska is Juneau.
- There are 70,000 sea otters living in the waters of Alaska.
- Alaska did not become a state until 1959.
- The mountains in Alaska have the coldest temperatures in the United States.
- Alaska is only 55 miles away from Russia.

Choose the **two** sentences from the student's notes that add more facts to the information given in the underlined sentence.

- The capital of Alaska is Juneau.
- Alaska did not become a state until 1959.
- Alaska is only 55 miles away from Russia.
- There are 70,000 sea otters living in the waters of Alaska.
- The mountains in Alaska have the coldest temperatures in the United States.
- Black bears, brown bears, moose, musk ox, and whales are just a few animals that call Alaska home.

Key: D, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#18	3	2	6a0	3	W.1a

Evidence Statement
The student will use information provided in a stimulus to organize opinion text by providing an opening that states an opinion about a topic.

A student is writing an opinion essay for his teacher about his favorite season. Read the draft paragraph from the essay and complete the task that follows.

First of all, I love cold weather and snow. When it snows in our community, all of the children head to the giant hill behind the elementary school and spend hours sledding. In addition to the cold weather and snow, I also enjoy the slower pace of life in those months filled with shorter days. People don't rush around so much when winter sets in. They seem to hibernate in a way, like animals do. Finally, I love winter the most because our house has the best old-fashioned fireplace, and we use it every day so we don't depend just on electric heat.

The beginning of the student's essay does not state his opinion. Write an opening paragraph that states the opinion and explains what the topic is about.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Establishes an adequate opinion that reflects the body of writing as a whole Provides adequate information to frame the opinion about the topic to put it into context Does more than list reasons to support opinion—not formulaic Connects smoothly to the body paragraph 	<p>It all started when my teacher said to think of our favorite season. A couple of students said "I like summer not winter because it is cold and I like hot so you can go swimming". I said "I like winter better than any season".</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides a partial or limited opinion Provides an opinion that partially reflects the body of writing as a whole May provide limited and/or extraneous information to frame the opinion about the topic to put it into context May just list supporting reasons—formulaic Provides a limited and/or awkward connection to the body paragraph 	<p>The topic is about Winter. I love Winter because it looks so pretty when it snows. I bet you would love it here to.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole Provides irrelevant or no information to frame to opinion about the topic to put it into context Provides no connection to the body paragraph 	<p>the boy`s favorite season is winter. he spends hours sledding</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#19	3	2	8	2	L.3a

Evidence Statement
The student will identify and use the best word(s) or phrases for audience or purpose.

A student is writing an opinion paper for her teacher about dogs. Read this paragraph from the paper and the directions that follow.

Dogs are described as “people's best friend” because they make people happy. The fur on a dog can be long or short, or curly or straight, but most of the time it is soft. When people pet dogs, it makes them feel happy. There are community groups that bring dogs to nursing homes for the patients. Being able to play with the dogs makes the patients feel good. This is one reason why I think dogs are wonderful animals.

Select the **best** two words from the choices to replace the underlined words in the paragraph.

- beautiful
- fierce
- healthier
- lucky
- polite
- relaxed

Key: C, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	3	2	9	1	L.2c

Evidence Statement
The student will identify, edit to correct, and/or edit for correct use of commas and quotation marks in dialogue.

Click on **two** sentences that have mistakes in punctuation.

Tim and I sat in the front row at the circus, and the clowns tumbled and danced in front of us. They pretended to throw water on us, but their buckets just had shiny bits of paper. Then, one clown really did spray water on me from a flower on his jacket.

“Oh, he got me! I said to Tim.”

“Yes” he laughed “he tricked you twice!”

After that, the elephants came out. The elephants did tricks like stand on their front legs.

“How can those huge animals do that?” I asked Tim.

“I don't know, but it's amazing,” Tim answered.

Key: “Oh, he got me! I said to Tim.; “Yes” he laughed “he tricked you twice!”

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#21	3	2	9	1	L.1e

Evidence Statement
The student will identify, edit to correct, and/or edit for correct use of simple verb tenses in a text.

Click on the sentences that use the incorrect verb tenses.

Standing on the stage, I could feel my heart beating in my chest.

I sings my song on the stage with my friends.

The audience clapped loudly.

I take a bow and walked off the stage with a smile on my face.

Key: I sings my song on the stage with my friends.; I take a bow and walked off the stage with a smile on my face.

Rubric: (1 point) The student selects the correct two options.

Soaring on the Wings of the Wind

Listen to the presentation. Then answer the questions.

“Soaring on the Wings of the Wind” by Lois Miner Huey. Copyright © 2012 by Highlights for Children. Reprinted with permission of Highlights for Children.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	3	3	4	3	SL.2

Evidence Statement
The student will identify or interpret the purpose, central idea, or key points of a presentation; the student will identify the use of supporting evidence in a presentation.

The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the **most likely** reason the author made the presentation?

- A. to explain how a hot air balloon works
- B. to show the advantages of being small
- C. to tell how Americans feel about new experiences
- D. to describe an important event in American history

Part B

Which sentence from the presentation **best** supports your answer in part A?

- A. "Smoky hot air swelled the balloon and sent it up."
- B. "He was the first American to develop a method to lift a balloon using hot air."
- C. "The crowd yelled and clapped as Carnes sent the balloon up, time and again."
- D. "He was the first American to see such views."

Key: Part A: D

Part B: B

Rubric: (1 point) The student selects the correct option in Part A and the correct option in Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	3	3	4	1	SL.2

Evidence Statement

The student will identify or interpret the purpose, central idea, or key points of a presentation.

Which question can a listener answer after hearing the presentation?

- A. In what year did the balloon ride take place?
- B. What happened during the first hot air balloon ride?
- C. How did Edward feel after he took his ride in the balloon?
- D. How did Edward become the first American to ride in a balloon?

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#24	3	3	4	1	SL.2

Evidence Statement
The student will identify or interpret the purpose, central idea, or key points of a presentation.

Complete the chart to show which events were planned. Click in the boxes next to the events that match if they were planned or unplanned.

	Planned	Unplanned
Edward Warren Jr. rode in a balloon.	<input type="checkbox"/>	<input type="checkbox"/>
The balloon filled with smoke from a fire.	<input type="checkbox"/>	<input type="checkbox"/>
A crowd in Baltimore saw how a balloon could fly	<input type="checkbox"/>	<input type="checkbox"/>
Peter Carnes used a stove to make the balloon rise	<input type="checkbox"/>	<input type="checkbox"/>

Key: Planned: The balloon filled with smoke from a fire.; A crowd in Baltimore saw how a balloon could fly.; Peter Carnes used a stove to make the balloon rise.

Unplanned: Edward Warren Jr. rode in a balloon.

Rubric: (1 point) The student selects the correct four options.

All About Pizza

Listen to the presentation. Then answer the questions.

"All About Pizza" by Marcia Amidon Lusted, from *Appleseeds*.
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Item	Grade	Claim	Target	DOK	Standard(s)
#25	3	3	4	3	SL.2

Evidence Statement

The student will draw and/or support a conclusion based on content in a presentation.

Which conclusion is supported by the presentation?

- A. Americans eat pizza every day.
- B. Pizza is usually eaten at lunchtime.
- C. Almost anything can go on a pizza.
- D. Lobster pizza is most popular in Maine.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	3	3	4	1	SL.2

Evidence Statement
The student will identify or interpret the purpose, central idea, or key points of a presentation.

Complete the chart to show which countries are known for which pizza toppings. Click in the boxes next to the countries that match the toppings.

	eel	pepperoni	ginger
United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: eel: Japan

pepperoni: United States

ginger: India

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	3	3	4	2	SL.2

Evidence Statement
The student will identify or interpret the purpose, central idea, or key points of a presentation.

What is the **most likely** reason the author made the presentation?

- A. to suggest another way of looking at pizza
- B. to change what people think is good pizza
- C. to show why pepperoni pizza is the best kind
- D. to explain why pizza is different in other places

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	3	4	3	2	W.8

Evidence Statement
The student will analyze digital and print sources in order to locate relevant information to support research.

A student is writing a research report about the human eye. Read the sentences from her report and the directions that follow.

Our eyes are wonderful body parts. They help us see the beauty of the world. In the center of the eye is a black spot. Have you ever wondered why that spot gets bigger and smaller?

Choose **two** of the sources that would **most likely** give the student more information about the ideas she has written.

- www.eye.color.com, a website that tells about the colors of people's eyes
- www.eyequestion.com, a website that explains the job of each part of the eye
- Eyes and How They Work*, a book that tells about the way that the eye parts work
- www.eye.food.com, a website that tells what we should eat to help our eyes stay healthy
- My Job as an Eye Doctor*, a book that tells about being a doctor who takes care of people's eyes
- You Can Find It*, a children's magazine that has many puzzles and games where you look for the hidden things

Key: B, C

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	3	4	2	2	W.8

Evidence Statement

The student will locate information from a text to support a central idea or key detail related to research.

A student is writing a report about red foxes. She is looking for information about the body of the red fox. Which sentence has information that the student can use?

- A. There are over twenty different kinds of foxes.
- B. Red foxes can live in hot deserts and snowy forests.
- C. The red fox wraps its fluffy tail around itself like a blanket.
- D. Red foxes are often clever characters in children's stories.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#30	3	4	4	2	W.8

Evidence Statement
The student will select evidence to support opinions or ideas based on evidence collected.

A student is writing a research report about different kinds of fruit. He wrote an opinion in the report. Read the sentences from the student's report and the directions that follow.

Many Kinds of Fruit

A fruit is the part of the plant that has the plant's seeds. There are many kinds of fruits. Some that are popular with kids are apples, bananas, grapes, oranges, and strawberries. Sometimes it is confusing to tell if a food is a fruit.

The student found another source about different kinds of fruit. Which sentence best supports the student's opinion?

- A. For example, it is hard to tell what some foods are when they are cut up in pieces.
- B. For example, a tomato is not sweet, but it is a fruit because it has the seeds.
- C. For example, some kids don't like some of the fruits on that list.
- D. For example, fruits can be many different shapes and colors.

Key: B

Rubric: (1 point) The student selects the correct option.