

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 3

08/14/2019



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 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 textual evidence to support a given inference based on the text.

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

- Ⓐ The father needs to return home to cook the dinner.
- Ⓑ The father asks the neighbor to do the work in the fields for him.
- Ⓒ The father's sons depend on him to stay home and care for them.
- Ⓓ 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.

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 textual evidence 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?

- Ⓐ Since the man had to tend the field, the boys took care of the house.
- Ⓑ "Oh, they would," the father replied again, "but they are still young."
- Ⓒ Though they sometimes tended the field with him, they always made excuses to go home early.
- Ⓓ 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	6	3	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.

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

- ☐ to show that the old man's plan had worked
- ☐ to show that the boys are mad about being tricked
- ☐ to show that the boys are happy about earning money
- ☐ to show that the old man does not want the boys to know the secret
- ☐ to show that the old man wants his sons to look at something in a new way
- ☐ to show that the old man is mad at his boys for not helping him for years

Key: A, E

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

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

Evidence Statement
The student will analyze the relationship among character actions/interactions within one text.

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

- Ⓐ Both wish that they will always live on the farm.
- Ⓑ Both wish to have more treasure than anyone else.
- Ⓒ Both learn that treasure can have more than one meaning.
- Ⓓ 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?

- Ⓐ to describe how the sons and the old man work together
- Ⓑ to describe how the old man shares his secret with his sons
- Ⓒ to explain why the characters behave the way they do
- Ⓓ 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 use in the text.

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 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?

- Ⓐ "The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont."
- Ⓑ "As they pass 75-year-old sugar-maple trees, sap drips from holes in the trees into metal buckets."
- Ⓒ "Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap."
- Ⓓ "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 form a conclusion about an informational text and identify details within the text 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	12	3	RI.1

Evidence Statement
The student will distinguish the author's point of view within a text.

The author states that many years ago, sap flow was a “most mysterious subject.” How does the author explain that this is no longer true?

- Ⓐ by describing syrup-making as a family tradition
- Ⓑ by providing details about how sap becomes syrup
- Ⓒ by stating that sap has been studied for many years
- Ⓓ by mentioning that sap contains sugar and other minerals

Key: C

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

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

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?

- Ⓐ He believes that no one will ever be able to solve the mystery of how sap flows.
- Ⓑ He believes the way sap is turned into syrup is difficult to understand and the University helps.
- Ⓒ He believes the way sap is formed and how it runs is still being studied at the University of Vermont.
- Ⓓ 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 texts 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.5a

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?

- Ⓐ the way that some families act
- Ⓑ a breakfast food that a family eats
- Ⓒ a place where a family likes to go together
- Ⓓ 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 interpret the meaning of figurative words and phrases used in context and analyze its use in the text.

Read the sentence from the passage.

All these leaves drink in summer sunshine and make sugar.

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

- Ⓐ Leaves grow larger in the summer.
- Ⓑ Leaves use sunlight to make sugar.
- Ⓒ Summer is the best time to collect sugar.
- Ⓓ 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, W.5

Evidence Statement
The student will revise narrative text by identifying descriptive details that convey events/experiences.

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, W.5

Evidence Statement
The student will revise complex informational/explanatory 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	6b	2	W.1d

Evidence Statement
The student will revise opinion text by identifying improved organizational elements such as organizing.

A student is writing an opinion article for her teacher about her favorite field trip. The student wants to revise the draft so that it has a logical conclusion. Read the draft of the opinion article and complete the task that follows.

My favorite third-grade field trip is the trip to the zoo. There are many reasons that the zoo is the best field trip. First, when we go to the zoo, we get to ride on big buses that have televisions and bathrooms. As you can see, the best third-grade trip by far is the zoo field trip. Second, we get to eat lunch at a really great rest area with picnic tables. Also, we get to spend the whole day walking around looking at interesting animals.

Click on the sentence in the draft that is in the wrong place.

Key: As you can see, the best third-grade trip by far is the zoo field trip.

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

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

Evidence Statement
The student will choose the correct words 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 apply or edit the 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 apply or edit the 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.

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?

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

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?

- Ⓐ Americans eat pizza every day.
- Ⓑ Pizza is usually eaten at lunchtime.
- Ⓒ Almost anything can go on a pizza.
- Ⓓ 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	☐	☐	☐
India	☐	☐	☐
Japan	☐	☐	☐

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?

- Ⓐ to suggest another way of looking at pizza
- Ⓑ to change what people think is good pizza
- Ⓒ to show why pepperoni pizza is the best kind
- Ⓓ 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?

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

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

Key: B

Rubric: (1 point) The student will select evidence to support opinions or ideas.

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide Grade 3 Performance Task

08/14/2019



Student Directions**Astronauts Informational Performance Task****Task:**

Your class has been learning about different types of jobs to prepare for your school's job week. Your teacher has asked each person to learn about a different job. You think being an astronaut must be an interesting job so you decide to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you write

your informational article.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1

Sources for Performance Task:

Source #1

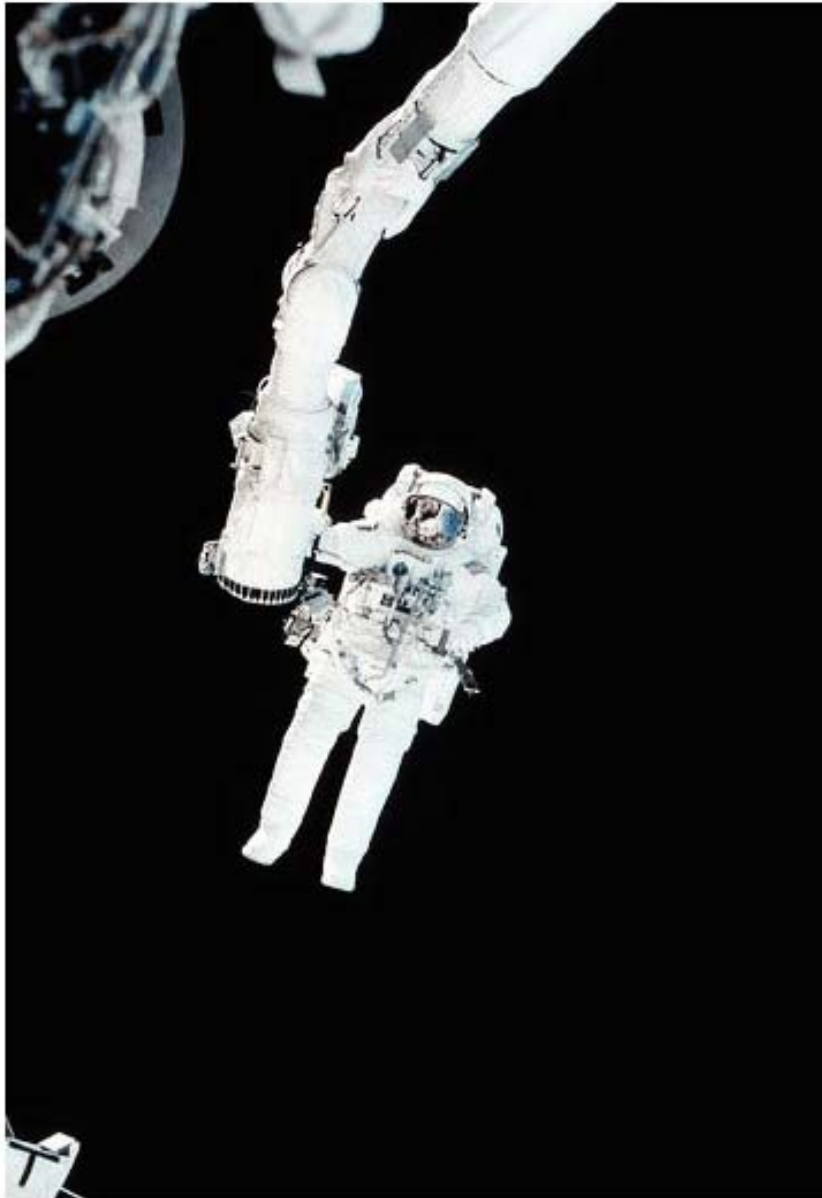
You have found a source describing the type of training that astronauts receive in order to do their job.

What is an Astronaut?

by Talia Yee

Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts who see Earth from space say that it is round, like a ball. While in space, astronauts can look down and see clouds, land, and water. Some can even see the moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.



A weightless astronaut in space

Astronauts train for hundreds of hours. During their training, they learn about space. This type of training might include studying the stars and Earth. It is important that astronauts study space so that they understand what they will work with while in space. The astronauts also learn medical skills like basic first aid during their training. This training allows them to treat simple medical problems so that they can keep each other healthy and safe in space.

In their training, astronauts also learn what life is like on the International Space Station (ISS). The ISS is a large spacecraft that orbits the earth. The ISS is a place where astronauts do science experiments while in space. Astronauts also learn to eat, exercise, and do experiments while floating in the air. They also practice riding in special vehicles that are just for space. These vehicles bring supplies like food and fuel to the ISS. The vehicles are about the size of a pick-up truck with 12 wheels. Astronauts even take classes in scuba diving!¹ When they're walking underwater in their scuba suits, astronauts feel the same as they would feel walking in space. Lastly, astronauts must also learn how to work together as a team. This is important because as many as eight astronauts may be in one spacecraft. These astronauts have to learn how to live and work together in a space.

Each astronaut has a special job to do as part of the team. Some astronauts learn how to put things together so they become good at fixing things. This is important because if something on a space ship breaks, the astronauts must be able to fix it themselves. Some astronauts are pilots who know how to fly airplanes. These astronauts have to study how to fly and steer a spaceship. They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders and are in charge of all of the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. Their job is to learn how living things change when they are in space.

Although each astronaut has a special job on the team, each of them has to learn how to work where

there is no gravity. When they are in a spaceship that is moving around Earth, they can feel as though they do not weigh anything. They are able to float. Many astronauts say that it is fun to float around the inside of a spaceship. Objects in the spaceship can also float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts have many adventures, but they work hard, too.

¹scuba diving: swimming under water with a special suit, air tank, and fins

Sources Used

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NASA (2011, November 30). What is the International Space Station? Retrieved from: <http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-the-iss-k4.html>

NASA (n.d). NASA's space exploration vehicle.
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Photograph of weightless astronaut (Image Number 4128R-4871), copyright by Superstock. Used by permission.

Source #2

This article describes what happens to astronauts' bodies when they go into space.

Life in Space by Aaron Higgins

Many people say they want to be an astronaut, but do they know what it's really like? When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth, but some people stay out in space for months. A lot of strange things happen to the body when it floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more blood flows to the astronauts' heads so their faces get puffy and their necks get bigger. At the same time, less blood flows to their legs, making them skinny. They call this condition "bird legs."

The heart is a muscle that pumps blood around the body. The heart does not have to work as hard to

pump blood in space. A muscle that does not work hard gets weaker and smaller. Astronauts' other muscles and their bones can also get weaker. This is because they do not have to work as hard to move the astronaut's body.

To help keep their muscles strong, astronauts have to do exercises when they are in space. They use big rubber bands attached to the walls of the space ship and hook them over their shoulders. Then they bend their knees and press against the rubber bands to make their legs stronger.

Even with regular exercise in space, astronauts come back feeling weak. It takes time for them to get back their Earth legs and learn how to live with gravity again.

Sources Used

Discovery News (2009, May 13). Astronaut [Video file]. Retrieved from <http://news.discovery.com/videos/cool-jobs-astronaut.html>

NASA (2009). When space makes you dizzy. Retrieved from http://www.nasa.gov/audience/forstudents/5-8/features/F_When_Space_Makes_You_Dizzy.html

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	3	4	4	3	W-8	The student will select evidence to support opinions based on evidence collected.

2643



Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: What is an Astronaut?	Source #2: Life in Space
Astronauts feel weak when they come back from space.	☐	☐
Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.	☐	☐
Astronauts have a special view of Earth from space.	☐	☐

Key Elements:

Astronauts feel weak when they come back from space: Source #2

Since objects are also able to float in space, astronauts can easily lift things in space that are heavy: Source #1

Astronauts have a special view of Earth from space: Source #1

Rubric:

(1 point) 3 cells completed correctly.

(0 points) Fewer than 3 cells completed correctly or blank.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	3	4	4	3	W-1b	The student will select evidence to support opinions based on evidence collected.

2645



Explain why it is hard to be an astronaut. Give **two** reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.

Key Elements:

Source #1 (What is an Astronaut?)

- A person who wants to be an astronaut has to study for years.
- There are many things an astronaut must learn to do before going into space for the first time.
- Astronauts train for hundreds of hours.
- Being in space is work for astronauts.
- Astronauts must be healthy and eat right.
- They have to exercise and be in good shape.
- Astronauts have many adventures, but they work hard, too.

Source #2 (Life in Space)

- They have many years of school and special training.
- A lot of strange things happen to the body when it feels weightless and floats for that long.
- Astronauts sometimes feel sick in space.
- Being in space also changes how blood flows in the body.
- Their faces get puffy and their necks get bigger.
- At the same time, less blood flows to their legs, making them skinny. They call this condition “bird legs.”
- The heart does not have to work as hard to pump blood in space. A muscle that does not work hard gets weaker and smaller.

Continued on next page

- Astronauts' other muscles and their bones can get weaker, too.
- Astronauts have to do exercises when they are in space.
- It takes time for them to get back their Earth legs and learn how to live with gravity again.

Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explain how each example supports the claim. Student cites the source for each example.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim but doesn't explain how each example supports the claim. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides only one piece of evidence from a single source that supports this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explain how each example supports the claim. Student does not cite sources.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) It is hard to be an astronaut because living in space is difficult on an astronaut's body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape. Source #2 says that being in space changes how blood flows in the body. Astronauts' faces can get puffy and their necks can get bigger. This is hard on an astronaut because it changes their body. Astronauts must do special exercises so that their bodies do not become weak.

Continued on next page

(1 point) It is hard to be an astronaut because living in space is difficult on an astronaut's body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape.

(0 points) It is hard to be an astronaut because they have to go to school for a long time, and being weightless messes up their bodies.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	3	2	4	4	W-2b	The student will write full informational texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting details (from sources when appropriate to the assignment) and an appropriate conclusion.

Student Directions

Astronauts Informational Performance Task

Part 2

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your article.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your prewriting/planning as you write, and then revise and edit your informational article.

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Organization/Purpose	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused: - controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas - effective introduction and conclusion - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused: - controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience - adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - adequate introduction and conclusion - adequate progression of ideas from beginning to end; adequate connections between and among ideas	The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus: - controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience - inconsistent use of transitional strategies and/or little variety - introduction or conclusion, if present, may be weak - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: - controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience - few or no transitional strategies are evident - introduction and/or conclusion may be missing - frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language: - comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific - clear citations or attribution to source material - effective use of a variety of elaborative techniques* - vocabulary is clearly appropriate for the audience and purpose - effective, appropriate style enhances content	The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language: - adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general - adequate use of citations or attribution to source material - adequate use of some elaborative techniques* - vocabulary is generally appropriate for the audience and purpose - generally appropriate style is evident	The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language: - some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied - weak use of citations or attribution to source material - weak or uneven use of elaborative techniques*; development may consist primarily of source summary - vocabulary use is uneven or somewhat ineffective for the audience and purpose - inconsistent or weak attempt to create appropriate style	The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing: - evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied - insufficient use of citations or attribution to source material - minimal, if any, use of elaborative techniques* - vocabulary is limited or ineffective for the audience and purpose - little or no evidence of appropriate style	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

**2-Point
Informational
Performance Task Writing Rubric (Grades 3–5)**

Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

Holistic Scoring:

- Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.