

Grade 3 English Language Arts Practice Test  
Scoring Guide (computer-based form)

Session	Sequence	Item Type	Key	Alignment	
1 Research Simulation Task	1	MC	B	RI.3.4, RI.3.1	
		MS	A, F		
	2	MC	C	RI.3.2, RI.3.1	
		MC	B		
	3	MC	C	RI.3.5, RI.3.1	
		MS	A, E		
	4	MC	C	RI.3.4, L.3.4, RI.3.1	
		MS	B, E		
	5	MS	C, F	RI.3.3, RI.3.1	
	6	MC	B	RI.3.2, RI.3.1	
		MC	D		
	7	PCR	see rubric	RI.3.3, RI.3.1, W.3.2, W.3.4-10, L.3.1, L.3.2	
	2 Literary Analysis Task*	8	MC	C	L.3.4, RL.3.4, RL.3.1
MC			A		
9		MC	C	RL.3.3, RL.3.1	
		MC	A		
10		MC	D	RL.3.2, RL.3.1	
		MC	A		
11		MC	B	RL.3.2, RL.3.1	
		MC	D		
12		MC	B	RL.3.2, RL.3.1	
		MC	D		
13		PCR	see rubric	RL.3.7, RL.3.1, W.3.2, W.3.4-10, L.3.1, L.3.2	
2 Narrative Writing Task and		14	MC	C	RL.3.3, RL.3.1
			MC	B	
	15	MC	A	RL.3.3, RL.3.1	
		MC	C		
	16	MC	C	RL.3.7, RL.3.1	
		MC	C		
	17	MC	A	RL.3.2, RL.3.1	
		MS	B, D		
	18	PCR	see rubric	W.3.3, W.3.4-10, L.3.1, L.3.2	

**\*Since Session 2 on the actual test may be a Literary Analysis Task OR a Narrative Writing Task and 1 passage set, the grade 3 practice test includes both. This allows students and teachers to prepare for either possibility.**

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Session	Sequence	Item Type	Key	Alignment
2 Reading Literary and Informational Text Set*	19	MC	D	RL.3.2, RL.3.1
		MC	D	
	20	MC	B	RL.3.5
	21	MC	C	RL.3.4
	22	TE	see TE <sup>†</sup> item image at end of scoring guide	L.3.4
	23	MC	A	RL.3.2
3 Reading Literary and Informational Texts	24	MC	A	RI.3.8
	25	TE	see TE <sup>†</sup> item image at end of scoring guide	RI.3.2, RI.3.1
	26	MC	D	RI.3.2, RI.3.3
	27	MC	B	RI.3.9
	28	TE	see TE <sup>†</sup> item image at end of scoring guide	RL.3.3
	29	MC	B	RL.3.3
	30	MC	D	L.3.4
	31	MS	A, C	RL.3.3
	32	MC	D	L.3.5, RL.3.4
	33	MC	B	RL.3.2, RL.3.1
		MC	D	
	34	MC	C	RI.3.3
	35	MC	B	RI.3.2
	36	MC	A	RI.3.3, RI.3.1
		MC	C	
37	TE	see TE <sup>†</sup> item image at end of scoring guide	RI.3.3	

<sup>†</sup>Technology Enhanced

**\*Since Session 2 on the actual test may be a Literary Analysis Task OR a Narrative Writing Task and 1 passage set, the grade 3 practice test includes both. This allows students and teachers to prepare for either possibility.**

### SCORING INFORMATION: GRADE 3

The table below summarizes the scoring of the 2016 ELA Tasks at grade 3.

<b>Scoring of Tasks on the 2016 ELA Tests: Grade 3</b>					
<b>Task</b>	<b>Dimensions</b>	<b>Points by Dimension</b>	<b>Total Points</b>	<b>Change from 2015 Scoring Rubrics</b>	<b>Rubrics</b>
Research Simulation	Reading/Written Expression*	12 points (4 times holistic score)	15	Reading and Written Expression combined into one dimension (same total score points as 2015)	<a href="#"><u>2016 Grade 3 Scoring Rubrics</u></a>
	Conventions	3 points			
Literary Analysis	Reading/Written Expression*	12 points (4 times holistic score)	15	Reading and Written Expression combined into one dimension (same total score points as 2015)	
	Conventions	3 points			
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	No change	
	Conventions	3 points			

\*When scoring the Reading/Written Expression dimension, the holistic score (3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading/Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

**GRADE 3**  
**SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

**#7 Research Simulation Task (RST) and #13 Literary Analysis Task (LAT)**

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension and Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>full comprehension</b> by providing an <b>accurate</b> explanation/description/comparison;</li> <li>• addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>• uses <b>clear</b> reasoning supported by <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>• is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>• uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>comprehension</b> by providing a <b>mostly accurate</b> explanation/description/comparison;</li> <li>• addresses the prompt and provides <b>some</b> development of the topic that is <b>generally</b> appropriate to task, purpose, and audience;</li> <li>• uses reasoning and <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>• is organized with <b>mostly clear and coherent</b> writing;</li> <li>• uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• demonstrates <b>limited comprehension</b>;</li> <li>• addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to task, purpose, and audience</li> <li>• uses <b>limited</b> reasoning and text-based evidence;</li> <li>• demonstrates <b>limited</b> organization and coherence;</li> <li>• uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• does not demonstrate comprehension;</li> <li>• is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>• includes <b>little to no</b> text-based evidence;</li> <li>• <b>lacks</b> organization and coherence;</li> <li>• <b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

**GRADE 3**  
**SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

**#18 Narrative Writing Task (NWT)**

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>• is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>• uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>• is organized with <b>mostly coherent</b> writing;</li> <li>• uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>• demonstrates <b>limited</b> organization and coherence;</li> <li>• uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• <b>lacks</b> organization and coherence;</li> <li>• <b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

- NOTE:
- The reading dimension is not scored for elicited narrative stories.
  - Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate.
  - The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

- A=No response
- B=Response is unintelligible or undecipherable
- C=Response is not written in English
- D=Off-topic
- E=Refusal to respond
- F=Don't understand/know

Technology Enhanced Item Images/Keys  
#22

**Before Response**

   

But when you are starting  
A game in the park,  
It's morning,  
It's noon,  
And suddenly it's dark.  
And hours like seconds  
Rush blurringly by,  
Like a plane in the sky.

**Correct Response**

   

But when you are starting  
A game in the park,  
It's morning,  
It's noon,  
And suddenly it's dark.  
And hours like seconds  
Rush **blurringly** by,  
Like a plane in the sky.



Technology Enhanced Item Images/Keys  
#28

Before Response

 **?**

Little Liang


shy   lucky   unhappy  
unsure   young   noisy  
kind   kind   impatient

Correct Response

 **?**

Little Liang

young		
impatient		
kind		

shy   lucky   unhappy  
unsure   unsure   noisy

Technology Enhanced Item Images/Keys  
#37

Before Response

The ivory-billed woodpecker lived in forests in the southeastern United States.

The bird was seen flying in Arkansas.

While canoeing, Dr. Luneau left his video camera filming.

Scientists were able to prove the bird was still alive.

The ivory-billed woodpecker makes a "double knock" sound.

Scientists searched Louisiana forests.

Correct Response

The ivory-billed woodpecker lived in forests in the southeastern United States.

The bird was seen flying in Arkansas.

While canoeing, Dr. Luneau left his video camera filming.

Scientists were able to prove the bird was still alive.

The ivory-billed woodpecker makes a "double knock" sound.

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