

This document contains the answers to all items on the grade 3 ELA Paper-Based Practice Test, as well as alignment and scoring information. Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task AND a Literary Analysis Task OR a Narrative Writing Task—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [Grade 3 ELA Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RL.3.4, L.3.4, RL.3.1
	2	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RL.3.3, RL.3.1
	3	EBSR	<b>PART A:</b> A <b>PART B:</b> A	RL.3.4, L.3.4, RL.3.1
	4	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RL.3.2, RL.3.1
	5	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RL.3.2, RL.3.1
	6	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	RL.3.7, RL.3.1; W.3.2; L.3.1, L.3.2
2 Research Simulation Task	7	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RI.3.2, RI.3.1
	8	MS	<b>PART A:</b> C <b>PART B:</b> A, E	RI.3.5, RI.3.1
	9	MS	<b>PART A:</b> C <b>PART B:</b> B, E	RI.3.4, L.3.4, RI.3.1
	10	MS	C, F	RI.3.3, RI.3.1

Session	Sequence	Item Type	Key	Alignment
	11	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RI.3.2, RI.3.1
	12	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	RI.3.3, RI.3.1; W.3.2; L.3.1, L3.2
3 Narrative Writing Task	13	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RL.3.4, L.3.5, RL.3.1
	14	MS	<b>PART A:</b> A <b>PART B:</b> B, C	RL.3.3, RL.3.1
	15	EBSR	<b>PART A:</b> D <b>PART B:</b> B	RL.3.3, RL.3.1
	16	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RL.3.2, RL.3.1
	17	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	W.3.3; L.3.1, L.3.2
3 Reading Set	18	MS	<b>PART A:</b> A <b>PART B:</b> D, F	RL.3.4, L.3.4, L.3.5, RL.3.1
	19	MS	<b>PART A:</b> D <b>PART B:</b> C, D	RL.3.5, RL.3.1
	20	EBSR	<b>PART A:</b> D <b>PART B:</b> D	RL.3.2, RL.3.1
	21	EBSR	<b>PART A:</b> B <b>PART B:</b> B	RL.3.3, RL.3.1
4 Reading Literary and Informational Texts	22	EBSR	<b>PART A:</b> B <b>PART B:</b> D	RL.3.3, RL3.2, RL.3.1
	23	EBSR	<b>PART A:</b> B <b>PART B:</b> A	RL.3.3, RL.3.1
	24	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RL.3.3, RL.3.2, RL.3.1
	25	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RL.3.2, RL.3.1

Session	Sequence	Item Type	Key	<u>Alignment</u>
	26	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RI.3.4, L.3.4, RI.3.1
	27	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RI.3.7, RI.3.1
	28	MS	<b>PART A:</b> C <b>PART B:</b> C, D	RI.3.8, RI.3.1
	29	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RI.3.2, RI.3.1
	30	EBSR	<b>PART A:</b> A <b>PART B:</b> C	RI.3.3, RI.3.1
	31	MS	<b>PART A:</b> D <b>PART B:</b> D, F	RI.3.2, RI.3.1
	32	EBSR	<b>PART A:</b> C <b>PART B:</b> B	RL.3.4, L.3.4, RL.3.1
	33	MS	<b>PART A:</b> D <b>PART B:</b> D, E	RL.3.3, RL.3.1
	34	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RL.3.2, RL.3.1
	35	EBSR	<b>PART A:</b> B <b>PART B:</b> A	RL.3.3, RL.3.1

Item Type	Description	Scoring Information
<b>Evidence-Based Selected Response (EBSR)</b>	<ul style="list-style-type: none"> <li>Two-part item</li> <li>Part A measures reading comprehension</li> <li>Part B asks for evidence to support part A</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): both parts correct</li> <li>Partial credit (1 point): Part A is correct; Part B is not correct</li> <li>No credit (0 points): <b>only</b> Part B is correct or neither part is correct</li> </ul>
<b>Multiple-Select (MS)</b>	<ul style="list-style-type: none"> <li>Requires more than one answer (required number of correct answers in <b>boldface</b> in question)</li> <li>Can have one part (e.g., asks student to select <b>three</b> summary details) or two parts (e.g., Part A asks students to choose <b>two</b> themes; Part B asks for evidence for themes)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): All answers correct</li> <li>Partial credit (1 point): for one-part MS item or an EBSR with MS in Part A, 1 of 2 or 2 of 3 answers are correct</li> <li>No credit (0 points): When MS is in Part A or for a one-part MS item, 0 of 2 or only 1 of 3 answers are correct OR <b>only</b> Part B is correct</li> </ul>
<b>Prose Constructed Response (PCR)</b>	<ul style="list-style-type: none"> <li>Requires student to show understanding of text(s) by writing a multi-paragraph response</li> <li>Addresses more than one text depending on the task and grade level (LAT: 2 texts; RST: 2 or 3 texts)</li> <li>Requires evidence from texts</li> <li>Measures Reading, Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)</li> </ul>	<p>LAT/RST: Worth up to 15 points</p> <ul style="list-style-type: none"> <li>Reading Comprehension and Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score</li> <li>Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul> <p>NWT: Worth up to 12 points</p> <ul style="list-style-type: none"> <li>Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score</li> <li>Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul>

### Scoring of Grade 3 PCR

Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	12 points (4 times holistic score)	15	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	12 points (4 times holistic score)	15	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	<a href="#">NWT Rubric</a>
	Conventions	3 points		

\*When scoring the Reading Comprehension and 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 Comprehension and 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 and the LAT.

### Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<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 the 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 appropriate</b> to the 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 the 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>• <b>does not</b> 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>
Knowledge of Language and Conventions	<p>The student response 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 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 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 <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 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<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 and/or 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>
Knowledge of Language and Conventions	<p>The student response 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 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 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 <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>

**NOTES:**

- The reading dimension is not scored for elicited narrative stories.
- Per the [Louisiana Student Standards](#), 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.