PURPOSE

This tool provides guidance on how grades 3-8 teachers might better use the 2016 LEAP English Language Arts (ELA) Practice Tests to support their instructional goals. The following sections are included:

- 2016 LEAP ELA Practice Tests
- General Test Structure
- Recommended Uses
- General Cautions
- Item Types
- Interpreting and Using Results
- Resources
- Appendix A and Appendix B

2016 LEAP ELA PRACTICE TESTS

To access resources related to the practice tests, go to http://www.louisianabelieves.com/resources/library/practice-tests. To access the paper-based practice tests, scoring guides, and online practice test answer sheets and scoring guides, use the links in the table below.

Grade	Paper-Based Practice Tests	Computer-Based Resources
Grade 3	Practice Test and Scoring Guide	Answer Sheet and Scoring Guide
Grade 4	Practice Test and Scoring Guide	Answer Sheet and Scoring Guide
Grade 5	Practice Test and Scoring Guide	Answer Sheet and Scoring Guide
Grade 6	Practice Test and Scoring Guide	Answer Sheet and Scoring Guide
Grade 7	Practice Test and Scoring Guide	Answer Sheet and Scoring Guide
Grade 8	Practice Test and Scoring Guide	Answer Sheet and Scoring Guide

The online practice tests cannot be accessed directly. There are several steps that must be followed in order to prepare students for the online testing environment, which are detailed in the Guide to Administering and Scoring the Online Practice Tests.

GENERAL TEST STRUCTURE

Specific information about the test structure by grade level is included in the 2015-2016 LEAP ELA Assessment Guides. The general structure, along with exact testing times, for the grades 3-8 ELA assessments is outlined in the table that follows.

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

Test Session	Focus of Session	# Passages	Number/Type of Items	Session Time
1	Research Simulation Task	2-3	6-7 SR and 1 PCR	75 minutes (grade 3) 90 minutes (grades 4-8)
2	Literary Analysis Task (LAT) Only **OR**	2	5 SR and 1 PCR	75 minutes (all grades)
	Narrative Writing Task (NWT) and Reading Lit/Info Text (1 or 2 passage sets)	2-3	4 SR and 1 PCR +5-6 SR	
3	Reading Literary and Informational Texts	at least 3	14-15 SR	60 minutes (grade 3) 75 minutes (grades 4-8)

SR: Selected Response Items—students select answer(s); includes multiple-choice items (one- and two-part) and multiple-select items (items that require more than one correct answer)

PCR: Prose Constructed Response—requires an extended written response

The LEAP ELA test sessions are **strictly timed** and no additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

RECOMMENDED USES

There are a number of ways to use the practice tests. The recommendations in the table that follows are meant not only to help prepare students for the LEAP administration but to help teachers better understand key ELA expectations.

General Use	Specific Guidance	Notes for Use
Examine practice test CONTENT to evaluate instruction	Compare the task approach to your instructional approach	• Notice the integrated approach of the tasks (Reading, Writing, Language skills taught through a set of related texts) and compare to your lessons/units. • Compare the texts on the assessments to instructional texts: Are they varied (both literary and informational) and rich enough to support the standards, meaningful discussion, and text-based writing activities?
	Use as a basis of comparison for purchased and open-source assessments	• Use the practice test as a guide for text selection, test length, level of rigor, item type variety, and scoring. • Examine assessment materials and ask questions such as: "Does the assessment offer the item variety and integrated approach that is reflected in the tasks on the LEAP practice test?" and "How can I revise a pre-made assessment to meet the level of rigor expected of my students?" • Use in conjunction with Instructional Materials Evaluation Tools provided by the LDOE.

General Use	Specific Guidance	Notes for Use
	Examine 2016 rubrics and use the scoring activity to better understand expectations for written responses	• Use the Scoring Activity with fellow teachers and with students to understand Grade 3, Grades 4-5, and Grades 6-8 rubrics and identify qualities of writing that meet grade-level standards. • Use the rubrics in conjunction with PARCC's 2015 Released items, which include sample student work that can be used to score some of the practice test tasks (See Appendix B) • Use rubrics when scoring student writing in response to instructional tasks.

Examine practice test FORMAT to design classroom assessments that use similar features	Sequence tasks/passage sets	• Build lessons that order questions in a purposeful way and focus on essential words and ideas in a text, for example,
		  o key vocabulary in context,
		  o text-based questions,
		  o sequencing of questions that builds understanding of a passage and leads to a culminating writing task.

	Integrate assessments	• Create task-driven assessments that integrate reading, writing, and language skills, similar to writing tasks (AVOID tests with separate sections: Reading Comprehension, Writing Prompt only, discrete Grammar skills). • Include tasks with both multiple-choice questions and a culminating writing task.
Simulate TESTING CONDITIONS to help students feel prepared for actual test administration	Set strict time limits on some writing assignments	• Before you assign timed writing, make sure that you have helped build student writing fluency by working through all parts of the writing process. Note the timing required for each part and consider the best way to compress the process during testing, if necessary. • When you believe students are sufficiently prepared, practice timed writing by administering a task from the practice test or one based on an instructional unit or from an EAGLE set. • Simulate exact testing conditions to help students become more at ease with timed settings.
	Have students practice responding to test mode format, PBT or CBT	PBT • Have students mark reading passages and test questions (annotate texts with purpose, highlight evidence, mark key words in directions and questions, etc.). • Incorporate ancillary test materials into lessons (scratch paper, highlighters). Note skipped test questions on provided scratch paper to return to. • Create assessments for students to practice bubbling on the test itself, not on a separate answer sheet. CBT • It is strongly recommended that students be afforded ample practice time using the Online Tools Training (OTT) to gain familiarity with using all the features of the CBT.

General Use	Specific Guidance	Notes for Use
		• Pay extra attention to the online tools, especially the flag which students can use to mark skipped questions and the review screen functions, which allow students to check that all questions have been answered before exiting the test.
	Incorporate test-taking strategies into instruction	• Have students consider the following when working through practice tests or other assessments: o Be mindful of time. o Try to answer all questions. o Complete all parts of each writing task. o Write responses in space provided. o Cross out work that you don't want scored. o Be careful not to make marks near bubbles when crossing out answer choices or highlighting.

GENERAL CAUTIONS

- **Avoid** limiting instructional content based on specific items on the practice test (e.g., teach only expository and narrative writing because none of the three prose-constructed response items on the grade-level Practice Tests mention argument; teach only the standards that are represented on the practice test; teach only texts with the same themes or topics as the ones on the practice test, etc.).
- **Avoid** limiting instructional strategies to only those required for the practice test (e.g., writing only under timed circumstances, teaching only parts of the writing process, designing assessments with only two-part test questions, etc.).

ITEM TYPES

Consider how to approach each of the possible item types: multiple-choice (MC) and multiple-select (MS), evidence-based selected response (EBSR), and prose constructed response (PCR). The chart below describes each type and provides links to grade-level practice tests and item numbers that show samples of each item type.

Item Type	Specifics	Scoring Information	Examples
Multiple-Choice	• One-part item • Student selects one answer from four options	• Worth one point for a correct answer	Grade 3: Grade 3 2016 Practice Test, p. 43, #20, 21, 22, 23
			Grade 4: Grade 4 2016 Practice Test p. 59, #26 and p. 63 #32 and # 33
			Grade 5: Grade 5 2016 Practice Test p. 49, #20 and pg. 61, #35
			Grade 6: Grade 6 2016 Practice Test p. 48, #20, 21, 22, 23
			Grade 7: Grade 7 2016 Practice Test p. 51, #24, 25
			Grade 8: Grade 8 2016 Practice Test p. 55, #27, 28

Item Type	Specifics	Scoring Information	Examples
Evidence-Based Selected Response	• Two-part item • One part measures reading comprehension • Other part asks for evidence to support understanding • Evidence is presented in different ways (direct quotes, details from text, paragraph references, etc.)	• Worth up to two points (0, 1, 2) • Partial credit can be earned for some EBSR items, but students must answer Part A correctly • No credit if **only** evidence in Part B is correct For more in-depth information on scoring PARCC's EBSR items, see their Scoring Rules document.	Grade 3: Grade 3 2016 Practice Test p. 14, #6
			Grade 4: Grade 4 2016 Practice Test p. 20, #7
			Grade 5: Grade 5 2016 Practice Test p. 7, #1 and p. 49, #25
			Grade 6: Grade 6 2016 Practice Test p. 38, #15
			Grade 7: Grade 7 2016 Practice Test p. 8, #2
			Grade 8: Grade 8 2016 Practice Test p. 30, #12
Multiple-Select	• Require more than one answer (number of answers required in bold face in question)	• Worth up to two points (0, 1, 2) • Partial credit can be earned for some MS items (e.g., If students are asked for two main ideas in an RST question and they get 1 of 2 or are asked for three character traits in an LAT and get 2 of three, they would receive one point.) • If also an EBSR item, no credit can be earned if **only** evidence in Part B is correct.	Grade 3: Grade 3 2016 Practice Test p. 12, #4 part B and p. 13, #5
			Grade 4: Grade 4 2016 Practice Test p. 60, #31
			Grade 5: Grade 5 2016 Practice Test p. 8, #2 parts A and B, and p. 61, #34
			Grade 6: Grade 6 2016 Practice Test p. 8, #2 part B
			Grade 7: Grade 7 2016 Practice Test p. 50, #22 part B
			Grade 8: Grade 8 2016 Practice Test p. 26, #10 part B
Technology-Enhanced (computer-based only)	• Drag and drop, highlighting words/phrases, matching information in boxes	• Worth 1 point	Online Practice Tests: Grade 3: #22, 25, 28, and 37 Grade 4: #20, 31, 33, and 38 Grade 5: #23, 26, 29, and 38 Grade 6: #28, 35, and 37 Grade 7: #25, 30, 34, and 38 Grade 8: #20, 31, and 36

Prose Constructed Response	• Requires student to write
	• Multi-part
	• Connected to more
		LAT/RST:
		—Worth up to:
		  15 pts (grade 3)
		  19 pts (grades. 4-8)
		• Reading /Written
			Grade 3 PCRs:
			Grade 3 2016 Practice Test
			RST, p. 15, #7
			LAT, p. 30, #13
			NWT, p. 39, #18

Item Type	Specifics	Scoring Information	Examples

	than one text depending on the task (LAT, 2 texts; RST, 2 or 3 texts)
	• Requires evidence
	• Measures Reading, Written Expression, and Knowledge of Conventions
		Expression: score point of 3, 2, 1, 0 (grade 3) or 4, 3, 2, 1,0 (grades 4-8) times four
		• Knowledge of Conventions (3, 2, 1, 0)
		
		NWT:
		—Worth up to:
		  12 pts (grades 3-5)
		  15 pts (grades 6-8)
		• Written Expression: score point of 3, 2, 1, 0 (grades 3-5) or 4, 3, 2, 1, 0 (grades 6-8) times 3
		• Knowledge of Conventions (3, 2, 1, 0)
		
		See scoring tables in ELA Assessment Guides for a more thorough explanation of how to score written responses.
			Grade 4 PCRs:
			Grade 4 2016 Practice Test
			RST, p. 21, #8
			LAT, p. 36, #14
			NWT, p. 47, #19
			
			Grade 5 PCRs
			Grade 5 2016 Practice Test
			RST, p. 18, #8
			LAT, p. 32, #14
			NWT, p. 43, #19
			
			Grade 6 PCRs
			Grade 6 2016 Practice Test
			RST, p. 17, #8
			LAT, p. 31, #14
			NWT, p. 42, #19
			
			Grade 7 PCRs
			Grade 7 2016 Practice Test
			RST, p. 17, #8
			LAT, p. 31, #14
			NWT, p. 42, #19
			
			Grade 8 PCRs
			Grade 8 2016 Practice Test
			RST, p. 18, #8
			LAT, p. 32, #14
			NWT, p. 42, #19

INTERPRETING AND USING RESULTS

When scoring student performance on the practice tests, do **not** make assumptions about a student's score (i.e., 70% equals a D). Unlike daily assignments, statewide assessments—LEAP, EOCs, etc. —are not scored on a grading scale where, for example, answering 95% of questions correctly is always an A, nor answering only 40% of questions correctly is always an F. To score the practice test in this way would be inaccurate. Instead, consider patterns, such as those presented in the table that follows, and adjust instruction appropriately.

Areas to Consider	Example of Pattern	Recommendations
Key ELA Skills	Students struggle (or do very well) with specific skills associated with broader standards (central idea, structure of text, point of view, etc.).	Address weaknesses through mini-lessons that focus on key ELA skills/elements. Build connections between standards students are having success with and the standards creating issues for students (i.e., show connections between character's actions and theme).
Specific types of questions	Students struggle with two-part or multiple-select items.	Have students create two-part and/or multiple-select items and discuss them in groups. Carefully discuss each answer option, ask students to explain the correct answer and why the other options are incorrect.

Evidence	Students struggle with providing appropriate evidence in written responses.	Make sure that you are asking students to provide evidence in class discussions and when writing to sources. Discuss quality of evidence by using rubric language (*relevant*, *convincing*, *effective*, etc.)
Different types of texts	Students miss more questions attached to literary texts than informational texts.	Examine the literary texts on the practice tests and make sure that students are encountering literary texts with same level of difficulty. Expose students to all kinds of literature (poetry, drama, stories, etc.).
Different types of tasks	Students create expository responses to the PCR attached to Narrative Task.	Review narrative techniques and offer opportunities for students to write stories. Find Guidebook tasks that focus on different task types.
Rubric Elements	Students struggle with particular aspects of writing, such as organization, supporting ideas, or conventions.	Examine each dimension and create mini-lessons that address a dimension: • Emphasize annotating reading passages • Work on development of ideas • Use application of grade-level grammar skills Repeat Scoring Activity.

RESOURCES

- Louisiana English Guidebooks (Grades 3-5 and Grades 6-8): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students

- Teacher Support Toolbox Library: provides links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans

- Online Tools Training (OTT) in INSIGHT: provides teachers and students examples of interactive, technology-enhanced items so they can become familiar with the computer-based testing format

- Guide to Administering the Online Practice Test: provides teachers with information on administering and scoring the online practice test

- PARCC's Released Items: provides teachers and students with actual test items from the PARCC 2015 test, including rubrics, alignment, and scoring information

- EAGLE Sample Test Items: provides teachers a bank of questions that can be used for instructional and assessment purposes

- 2015–2016 LEAP Accessibility Features and Accommodations Overview: provides an overview of Louisiana's accessibility features and accommodations for grades 3–8 spring 2016 testing, clarifying differences between paper-based and online testing

- 2014-15 PARCC Practice Tests: provides teachers and students with additional tasks that are similar to the tasks on the 2016 test, but should not be administered as a "practice test" because test designs for 2015 and 2016 are not the same

Scoring Activity: Scoring Student Writing Using Rubrics

PURPOSE: To establish common expectations for student writing

OUTCOMES:

- Learn to use a writing rubric and identify qualities of writing that meet standards
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

PROCESS:

1. Have students respond in writing to a common prompt. Suggested prompts:
   a. English language arts guidebooks (e.g., Culminating Writing Task, writing task from the Express Understanding section in a lesson, Extension Task essay, Cold-Read Task essay)
   b. LDOE Practice Test Items and PARCC 2015 Released Items (e.g., the writing prompts at the end of the tasks in Sessions 1 and 2 of the practice tests or PARCC's released tasks)
   c. Tasks created at the school/district level

2. Collect student responses to the common prompt.

3. Work collaboratively to understand the rubric.
   a. Review the scoring criteria on the chosen rubric. Read through each row. Highlight the key words on the rubric that show the differences between each score.
   b. Create anchor papers. These are papers that all participants agree represent a solid score (e.g., a 4 in Reading/Written Expression, a 2 in Conventions, etc.). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.

4. Score the compositions collaboratively.
   a. Individually score the essays using the rubric and anchor set. (See PARCC's sample student responses for their anchor sets for the 2015 released items. Keep in mind that the scoring rubrics for 2016 are different from what was used to score the responses in the 2015 PARCC release.)
   b. Then come together as a group. Read each essay aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
   c. Try to reach consensus on the scores for each essay. Discuss any scores that are not consistent.

5. After the essays are scored, discuss the essays in general—strengths, weaknesses, different approaches to the task, etc. Determine any patterns that exist in the essays as a whole (e.g., difficulty with a particular construct, such as relevance of the evidence or the organization of the ideas). Individual teachers should also consider their own students' papers to determine any patterns.

6. Finally, discuss the instructional implications: How will we address the general weaknesses? How will I address my own students' weaknesses, etc.? Develop a plan.

APPENDIX B

[PARCC's 2015 Release](#) includes sample student work that teachers can use as models for the scoring activity explained in Appendix A. The release also provides resources, such as writing prompts beyond those on the practice tests and additional PARCC passage sets that can be used as instructional tools to support key ELA skills. The asterisk (*) indicates a task that appeared on the 2014-2015 Louisiana PARCC test.

GR	TASK TYPE	TASK INFORMATION	PCR TOPIC	2015 SAMPLE STUDENT WORK	LINKS/ LOCATIONS
3	RST	Texts: "Life in a Deep Freeze" by Sandra Markle and "Inuit" by Carol White	Write a letter to your friend explaining how it is possible to live in the Artic.	Grade 3 RST-2015 Released Sample Student Responses • includes scored anchor set (with annotations) and practice set	Grade 3 RST 2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	LAT	Texts: "Coyote and Fire" by D.M. Souza (folk tale from the Pacific Northwest) and "How Big Bear Stuck to the Sky" by Kathleen Muldoon (Native American Legend)	Write an essay describing how the illustrations help the reader understand the characters' actions in each folktale.	Grade 3 LAT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 3 LAT 2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	*NWT	Text: "Camping with the Cousins" by Sue Katharine Jackson (passage not included)	The next day, the family chose to go swimming in the lake. Write a story about the family's time swimming.	Grade 3- Narrative Writing Task -Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 3 Narrative Writing Task Item Set • also on 2016 Practice Test (LDOE)
4	RST	Texts: *Owen & Mzee: The Language of Friendship* told by Isabella and Craig Hatkoff and Dr. Kahumba; "Helping Paws" by Sandra Markle; and video *Fooled by Nature: Animal Partnership* (video not included)	Write a response that describes how the friendship between Owen (hippopotamus) and Mzee (tortoise) is different from the relationship between mongooses and hornbills.	Grade 4 – Research Simulation Task Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 4 PARCC Research Simulation Task - Item Set

	LAT	Texts: "The Rescue of the Tin Woodman" and "Arriving at Emerald City" from *The Wonderful Wizard of Oz* by L. Frank Baum	Based on her words and actions in both passages, describe two of Dorothy's qualities. Think about the person that Dorothy is. How do those qualities affect her adventures?	Grade 4 LAT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 4 LAT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	NWT	Text: "Sally's Rescue" by Roderick J. Robison	Rewrite the story to tell it from the seal's point of view.	Grade 4 NWT-2015 Released Sample Student Responses • includes scored anchor set (with annotations) and practice set	Grade 4 NWT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
5	RST	NOT RELEASED		None	
	LAT	Texts: *Where the Red Fern Grows* by Wilson Rawls (passage from novel not included) and "The Lighthouse Lamp" by Margaret E. Sangster	Write an essay analyzing the impact of point of view on events in the passage from *Where the Red Fern Grows* and the impact of point of view on events in the poem, "The Lighthouse Lamp."	Grade 5 LAT-2015 Released Sample Student Responses • includes scored anchor set (with annotations) and practice set	Grade 5 LAT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	NWT	Text: passage from *The Bread Winner* by Arvella Whitmore	Write a journal entry about the day the table arrived from the point of view of either Sarah, Daddy, or Mama.	Grade 5 NWT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 5 NWT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
6	RST	NOT RELEASED		None	

	*LAT	Texts: passage from *A Single Shard* by Linda Sue Park and poem "Turn, Turn, My Wheel" by Longfellow	Write an essay that compares and contrasts how the narrator and speaker view the potters in the passage and the poem.	Grade 6 LAT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 6 LAT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	NWT	Text: audio recording of Chapter 1—Down the Rabbit-Hole from *Alice's Adventures in Wonderland* by Lewis Carroll (can be played from pdf in released item set)	Write a story from Alice's point of view, in which she explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story.	Grade 6 NWT-2015 Released Sample Student Responses • includes scored anchor set (with annotations) and practice set	Grade 6 NWT-2015 PARCC Released Item Set • transcript of text on 2016 Practice Test (LDOE)
7	RST	Texts: "Klondike Gold Rush;" a passage from *A Woman Who Went to Alaska*, by May Kellogg Sullivan; and a video, *City of Gold*	Write an essay that explains how each author's point of view shapes the reader's understanding of the miners' lives.	Grade 7 RST-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 7 RST-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	LAT	Texts: passages from *The Georges and the Jewels* by Jane Smiley and *Black Beauty: The Autobiography of a Horse* by Anna Sewell	Write an essay in which you compare the way the authors use first person point of view to develop the characters.	Grade 7 LAT-2015 Released Sample Student Responses • includes scored anchor set (with annotations) and practice set	Grade 7 LAT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)
	NWT	Text: passage from *Believing in Horses* by Valerie Ormond (not included, novel available from the library)	Write a narrative in which you continue the story of *Believing in Horses.*	Grade 7 NWT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 7 NWT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)

8	RST	Texts: "The Incredible Talking Machine" by Randall Stross (article not included); "History of the Cylinder Phonograph" ; and "Psst…Hey, You" by Mark Fishetti	Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Psst . . . Hey, You."	Grade 8 RST-2015 Released Sample Student Responses • includes scored anchor set (with annotations) and practice set	Grade 8 RST-2015 Research Simulation Task Released Item Set • also on 2016 Practice Test (LDOE)
	LAT	Texts: novel excerpts from *Oliver Twist* by Charles Dickens and *Portrait of the Artist as a Young Man* by James Joyce	Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.	Grade 8 LAT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 8 LAT-2015 PARCC Released item Set • also on 2016 Practice Test (LDOE)
	NWT	"The Fox and the Horse" folktale	Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.	Grade 8 NWT-2015 Released Sample Student Responses • includes scored anchor set (no annotations) and practice set	Grade 8 NWT-2015 PARCC Released Item Set • also on 2016 Practice Test (LDOE)

The asterisk (*****) indicates a passage that appeared on the 2014-2015 Louisiana PARCC test.

PARCC 2015 RELEASED PASSAGE SETS (Grades 3-8)					
GR	**EOY TEXT(S)/AUTHOR**	**DESCRIPTION**	**SOURCE**	**INFO**	**LIT**
3	"Adorable Dormice" by Hannah Schardt	(text currently only available through the November 2011 issue of *Ranger Rick*)	Grade 3 M/L Informational Text Set-2015 PARCC Release	X	
	"Shadows" by April Pulley Sayre	a poem about the way children view during playtime	Grade 3 S/M Literary Text Set-PARCC 2015 Release		X
4	"Butterflies" by Beth Wagner Brust	an article with facts about butterflies, including types, functions, life cycles	Grade 4 M/L Informational Text Set-PARCC 2015 Release	X	
	*"Troll and Dragon" by Maggie Murphy	a tale about a clever prince outwitting a dragon and a troll	Grade 4 S/M Literary Text Set		X
5	"Play, Play Again" by Ellen Braaf	an article that discusses how animals play	Grade 5 M/L Informational Text Set	X	
	*"Feathers"	a traditional story (moral) by a rabbi about the difficulty of taking back unkind words	Grade 5 S/M Literary Text Set		X
6	*****"Of Feathers, Fat, and Freezing" by Donna DeVoe DiFolco	an informational passage about chickadees' ability to adapt to cold weather	Grade 6 M/L Informational Text Set	X	
	"If" by Rudyard Kipling	a poem filled with advice from a father to his son	Grade 6 Literary Text Set		X
	"The Alaska Start III" by Robert Groves	an informational text about the census coming to a small city in Alaska	Grade 6 S/M Informational Text Set	X	
	"Father of All Forecasters" and "At Your fingertips"	an article about the history of the first U.S. meteorologist and the Weather Bureau and an article about the National Weather Service	Grade 6 Paired Set		X

7	"The Benefits of Breakfast" by Amy Paturel	(passage currently available only from September 2011 issue of *Current Health Teens* magazine)	Grade 7 M/L Informational Text Set	X	
	*"The Bike" by Gary Soto	an autobiographical story of a boy and his first bike	Grade 7 Literary Text Set		X
	"What Zoos Do" by Amy Miller	(passage currently available only from September 5, 2012 issue of *Scholastic News* magazine)	Grade 7 S/M Informational Text Set	X	
	*"This World" by Mary Oliver and "Beach Walk Souvenir" by Candice Stover	two poems ("This World" currently available only in Mary Oliver's book *Why I Wake Early*)	Grade 7 Paired Text Set (Literary)		X
8	*"Plate Tectonics: Moving and Shaking"	a *National Geographic* article about how earth's landmasses collide	Grade 8 M/L Informational Text Set	X	
	* from *The Girl Who Threw Butterflies* by Mick Cochrane	(excerpt currently unavailable online)	Grade 8 Literary Text Set		X
	*from *Chew on This* by Eric Schlosser and Charles Wilson	Informational text about Chef Alice Waters and her work with food in a local California school	Grade 8 S/M Informational Text Set	X	
	"The Star and the Lily" by Hamilton Wright Mabie and "Apollo and Hyacinthus" by Thomas Bulfinch	two myths about how flowers got their names	Grade 8 Paired Text Set (Literary)		X