

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, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task (RST) AND a Literary Analysis Task (LAT) OR a Narrative Writing Task (NWT)—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	PART A: C PART B: A	RL.3.4, L.3.4, RL.3.1
	2	EBSR	PART A: D PART B: A	RL.3.2, RL.3.1
	3	EBSR	PART A: C PART B: A	RL.3.3, RL.3.1
	4	EBSR	PART A: A PART B: A	RL.3.4, L.3.4, RL.3.1
	5	EBSR	PART A: B PART B: D	RL.3.2, RL.3.1
	6	EBSR	PART A: B PART B: D	RL.3.2, RL.3.1
	7	PCR	See Scoring Table and Rubric Sample Student Responses	RL.3.7, RL.3.1; W.3.2; L.3.1, L.3.2

2 Research Simulation Task	8	MS	PART A: B PART B: A, F	RI.3.4, RI.3.1
	9	EBSR	PART A: C PART B: B	RI.3.2, RI.3.1
	10	MS	PART A: C PART B: A, E	RI.3.5, RI.3.1
	11	MS	PART A: C PART B: B, E	RI.3.4, L.3.4, RI.3.1
	12	MS	C, F	RI.3.3, RI.3.1
	13	EBSR	PART A: B PART B: D	RI.3.2, RI.3.1
	14	PCR	See Scoring Table and Rubric Sample Student Responses	RI.3.3, RI.3.1; W.3.2; L.3.1, L.3.2
3 Narrative Writing Task	15	EBSR	PART A: B PART B: C	RL.3.4, L.3.5, RL.3.1
	16	MS	PART A: A PART B: B, C	RL.3.3, RL.3.1
	17	EBSR	PART A: D PART B: B	RL.3.3, RL.3.1
	18	EBSR	PART A: B PART B: D	RL.3.2, RL.3.1
	19	PCR	See Scoring Table and Rubric	W.3.3; L.3.1, L.3.2
3 Reading Passage Set	20	EBSR	PART A: C PART B: B	RL.3.4, L.3.4, RL.3.1
	21	MS	PART A: D PART B: D, E	RL.3.3, RL.3.1
	22	EBSR	PART A: A PART B: D	RL.3.2, RL.3.1
	23	EBSR	PART A: B PART B: A	RL.3.3, RL.3.1

<p style="text-align: center;">4 Reading Literary and Informational Texts</p>	24	EBSR	PART A: B PART B: D	RL.3.3, RL3.2, RL.3.1
	25	EBSR	PART A: B PART B: A	RL.3.3, RL.3.1
	26	EBSR	PART A: C PART B: D	RL.3.3, RL.3.2, RL.3.1
	27	EBSR	PART A: B PART B: C	RL.3.2, RL.3.1
	28	EBSR	PART A: C PART B: D	RI.3.7, RI.3.1
	29	EBSR	PART A: C PART B: B	RI.3.2, RI.3.1
	30	MS	PART A: C PART B: C, D	RI.3.8, RI.3.1
	31	MS	PART A: D PART B: D, F	RI.3.2, RI.3.1

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

Scoring of Grade 3 PCR's				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	12 points (4 times holistic score)	15	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	12 points (4 times holistic score)	15	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	9 points (3 times holistic score)	12	NWT Rubric
	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"> • demonstrates full comprehension by providing an accurate explanation/description/comparison; • addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension by providing a mostly accurate explanation/description/comparison; • addresses the prompt and provides some development of the topic that is generally appropriate to the task, purpose, and audience; • uses reasoning and relevant text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing; • uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate comprehension; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text-based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</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"> • is effectively developed with narrative elements and is consistently appropriate to the task; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • is organized with mostly coherent writing; • uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks organization and coherence; • does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</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.