**Grade 3 English Language Arts Computer-Based Practice Test Answer Key**

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Number** | **Answer Key** | **Reporting Category** | **Standard** |
| 1 | Part A: DPart B: D | Reading | 3 |
| 2 |

|  |  |
| --- | --- |
| Events | How Dad Responds |
| Derrick asks if it is snowing. | **Dad hurries the boys into the tent.** |
| The boys make fish faces. | **Dad starts to feel happier.** |
| Derrick asks if there should be water in the boat. | **Dad gets everyone to work together to make it safely back to shore.** |

 | Reading | 2 |
| 3 | *Narrative Essay - See Rubric* | WritingLanguage | 3,4 1,2,3 |
| 4 | B | Reading | 5 |
| 5 | A | Reading | 3 |
| 6 | C | Reading | 4 |
| 7 | *Short Response - See Rubric* | Reading | 3 |
| 8 | C | Reading | 3 |
| 9 | C | Reading | 7 |
| 10 | A | Reading | 2 |
| 11 | *Text-Based Essay - See Rubric* | ReadingWritingLanguage | 22,41,2,3 |

**Scoring rubric for Grade 3 Practice Test Item #3: Narrative Essay\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Written Expression** | The student response* 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.
 | The student response* 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.
 | The student response* 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.
 | The student response* 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** | The student response to the prompt 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**. | The student response to the prompt 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**. | The student response to the prompt 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**. | The student response to the prompt **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**. |

**Scoring rubric for Grade 3 Practice Test Item #7: Short Response\***

|  |  |
| --- | --- |
| **Score Point** | **Description** |
| 3 | * Demonstrates full understanding of the reading material
* Includes important and specific evidence/details for support
 |
| 2 | * Demonstrates partial understanding of the reading material
* Includes some important evidence/details for support
 |
| 1 | * Demonstrates minimal understanding of the reading material
* Includes little or no evidence/details for support
 |
| 0 | * Demonstrates no understanding of the reading material
* Includes insufficient evidence/details for support
 |

*\*This is a draft rubric and may be updated as necessary.*

**Scoring rubric for Grade 3 Practice Test Item #11: Text-Based Essay\***

|  |  |
| --- | --- |
| **Idea Development** | **Conventions** |
| * **quality and development of central idea**
* **selection and explanation of evidence/ details**
* **ORGANIZATION**
* **expression of ideas**
* **awareness of purpose for writing**
 | * **sentence structure**
* **grammar, usage and mechanics**
 |
| **4** | * Central idea is clear and fully developed
* Effective selection and explanation of evidence/details
* Effective organization
* Clear expression of ideas
* Full awareness of the purpose for writing
 | **3** | * A variety of sentence structures formed correctly relative to length of essay
* Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
 |
| **3** | * Central idea is general and moderately developed
* Appropriate selection and explanation of evidence/details
* Moderate organization
* Adequate expression of ideas
* Sufficient awareness of the purpose for writing
 | **2** | * Some variety of sentence structures formed mostly correctly relative to length of essay
* Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
 |
| **2** | * Central idea may be present and is somewhat developed
* Limited selection and explanation of evidence/details
* Limited organization
* Basic expression of ideas
* Partial awareness of the purpose for writing
 | **1** | * Little variety in sentence structure and/or sentence structures formed incorrectly
* Little to no control of grammar, usage and mechanics relative to complexity and/or insufficient length
 |
| **1** | * Central idea is not present and/or not developed
* Insufficient evidence/details
* Minimal or no organization
* Poor expression of ideas
* Minimal awareness of the purpose for writing
 |  |

 *\*This is a draft rubric and may be updated as necessary.*