**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.

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| --- | --- | --- | --- |
| **Item Number** | **Answer Key** | **Reporting Category** | **Standard** |
| 1 | Part A: D  Part 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* | Writing  Language | 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* | Reading  Writing  Language | 2  2,4  1,2,3 |

**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.*