

**Missouri Assessment Program
Spring 2006**

Communication Arts

Scoring Guides for Released Items

Grade 3

Missouri Assessment Program

Operational Test 2006
Scoring Guide

Grade 3

Session: 1
Item No.: 1
Page No: 7
Content Standard(s): 2
Process Standard(s): 1.6
GLE: R2C3

Item 1

Which of these tells the order of the story “Mary Is Always Right”?

- A. Hannah’s and Mary’s lives are described. Then the story tells the events of one day in their lives.
- B. Directions for an activity are given. Then the story tells how Hannah and Mary do the activity.
- C. The story starts when Hannah and Mary are young and describes their lives until the present.
- D. The story starts at the beginning of a week in Hannah’s and Mary’s lives and ends at the end of the week.

<p>Correct Response: A. Hannah’s and Mary’s lives are described. Then the story tells the events of one day in their lives.</p>
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Content Standard(s): 2
Process Standard(s): 3.1
GLE: R2C3

Item 2

Why is having old apples a problem for the boy?

- A. The boy's mother bakes fresh apple pies.
- B. The boy's mother is too sick to drink apple cider.
- C. The boy had to pick the apples up off the ground.
- D. The boy might only get a few pennies for the apples.

Correct Response: D. The boy might only get a few pennies for the apples.
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Session: 1
Item No.: 3
Page No: 7
Content Standard(s): 2
Process Standard(s): 3.1
GLE: R2C3

Item 3

What are **two** ways the small boy's problem and Mary's problem are **alike**?

1. _____ 2 lines for writing
2. _____ 2 lines for writing

Scoring Guide

- 2 points The response includes TWO reasonable text-based similarities.
- 1 point The response includes ONE reasonable text-based similarity.
- 0 points other

Some examples of 2-point responses

- They both need to find a good trade for what they have.
- They both need to find a way to feed themselves.
- They both have to find something more useful.
- They both need to be able to sell what they have.
- They both were poor/don't have money.
- They have very little.
- other appropriate text-based similarity

Session: 1
Item No.: 4
Page No: 8
Content Standard(s): 2
Process Standard(s): 3.5
GLE: R2C3

Item 4

In what way do **you** think Hannah's and Mary's lives will be **different** after they sell the cider and plant the apple seeds? Explain why you think so, using information from the story.

How their lives will be different: _____ 2 lines for writing

Explain why: _____ 3 lines for writing

Scoring Guide

- 2 points The response includes a reasonable prediction and a reasonable corresponding text-based explanation.
- 1 point The response includes a reasonable prediction OR a reasonable text-based explanation OR one or both parts of the answer are minimal or partial.
- 0 points other

Note: The prediction may be embedded in the explanation or vice versa.

[Examples next page]

Some examples of 2-point responses

How their lives will be different:	Explain why:
<ul style="list-style-type: none"> They will not be poor any more. 	<ul style="list-style-type: none"> They will plant the seeds, and the trees will grow. They will make cider to sell/have lots of apples to make cider.
<ul style="list-style-type: none"> They will be better off. 	<ul style="list-style-type: none"> Once the trees grow they will always have lots of apples. They can make lots of cider.
<ul style="list-style-type: none"> They will have money for a while, but then they will be poor again. 	<ul style="list-style-type: none"> I don't think apple trees will grow from the seeds. They won't get much money for selling cider from the apples they have, so they will run out of money.
<ul style="list-style-type: none"> They will no longer be poor but not right away./They will be poor, but they will have hope/a plan for the future. 	<ul style="list-style-type: none"> When the trees are big enough to make apples, they can sell the apples.
<ul style="list-style-type: none"> They will be happier. 	<ul style="list-style-type: none"> They will have cider to sell for a while, and they will be thinking about the orchard they will have.
<ul style="list-style-type: none"> They will grow an orchard of apple trees 	<ul style="list-style-type: none"> They will have cider to sell for a while, and they will be thinking about the orchard they will have.

An example of a 1-point response

- How their lives will be different: They will not be poor.
Why: Because of the orchard and the cider./They will have apples. / Because they make stuff from it.

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Item No.: 5
Page No: 8
Content Standard(s): 2
Process Standard(s): 1.6
GLE: R2C3

Item 5

Imagine you are going to make Hannah's apple cider. What are **two** things you will need? Explain how you will use each. Use information from the apple cider directions to complete the chart.

Making Hannah's Apple Cider

What I will need	How I will use it
1. apples	1. I will get the juice from the apples.
2. _____	2. _____ _____
3. _____	3. _____ _____

Scoring Guide

- 2 points The response includes TWO appropriate text-based items and TWO reasonable corresponding explanations of their use.
- 1 point The response includes ONE appropriate text-based item and ONE reasonable corresponding explanation of its use OR one or both corresponding parts are minimal or partial.
- 0 points other

Some examples of 2-point responses

Any TWO for each category:

What I will need	How I will use it
<ul style="list-style-type: none">• knife	<ul style="list-style-type: none">• to cut/chop up the apples
<ul style="list-style-type: none">• boards/2 pieces of wood	<ul style="list-style-type: none">• to squeeze the juice out of the apples
<ul style="list-style-type: none">• apple press	<ul style="list-style-type: none">• to squeeze the juice out of the apples
<ul style="list-style-type: none">• bucket	<ul style="list-style-type: none">• for the juice to go into/to get the juice
<ul style="list-style-type: none">• grinder	<ul style="list-style-type: none">• to grind up the apples/chop the apples
<ul style="list-style-type: none">• barrel	<ul style="list-style-type: none">• to store the cider
<ul style="list-style-type: none">• wheel	<ul style="list-style-type: none">• to spin the wheel and make cider
<ul style="list-style-type: none">• other acceptable text-based detail	<ul style="list-style-type: none">• other acceptable text-based detail

Session: 1
Item No.: 6
Page No: 9
Content Standard(s), Part A: 2
Process Standard(s), Part A: 1.6
GLE Part A: R2C3
Content Standard(s), Part B: 4
Process Standard(s), Part B: 2.1
GLE Part B: W3E3

Item 6 A/B

Imagine you spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. **Use your own words.** Include **three** details from the story or the apple cider directions in your letter.

Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.

whole page of lines

Scoring Guide

Part A: (CA2, PS 1.6)

- 2 points The response is a reasonable text-based account of how they made cider that includes THREE details from the story or the recipe.
- 1 point The response is a reasonable text-based account of how they made cider that includes only ONE or TWO details from the story or the recipe OR the response is minimal or partial.
- 0 points other

Part B: (CA4, PS 2.1)

- 2 points The response includes at least TWO components of letter format AND the body of the letter has a controlling idea written from the appropriate point of view.
- heading (address or date)
 - salutation/greeting
 - indentation
 - closing
 - signature
- 1 point The response includes at least TWO components of letter format OR the letter has a controlling idea written from the appropriate point of view.
- 0 points other

Some examples of 2-point responses**Part A = 2****Part B = 2**

April 5, 2006

Dear Pat,

Today Hannah and Mary and I made apple cider. We had to get the seeds out of the apples, chop up the apples, and squeeze them between two pieces of wood. We collected the juice in a bucket. We got some cider we can sell.

Your friend,
Name**Part A = 2****Part B = 1**

April 5, 2006

Dear Pat,

Today they made cider. They had to cut the apples in half, get the seeds out, and put the pieces of apple into an apple press. They collected the juice, and we saved the seeds to plant. The cider was delicious.

Your friend,
Name**An example of a 1-point response****Part A = 1****Part B = 1**

Dear Pat,

We made cider. We squeezed the apples and got some juice. It was fun.

Session: 2

Item No.: Writing Prompt

Page Nos.: 3-10

Content Standard(s): 4

Process Standard(s): 2.1

GLE: W3A3, W2B3, W2C3, W2D3, W2E3, W2F3, W3E3

Directions:

Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.

Then use the separate paper your teacher has given you for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing).

After you finish your prewriting activity, write your first draft on the separate paper your teacher has given you. Look back at your prewriting activity for ideas.

Writing Prompt

“Mary Is Always Right” is about trading. Write a story about two people who make a trade.

Session 2
Writing Prompt Scoring Guide

4 Points

The paper

- has an effective beginning, middle, and end.
- contains a clear controlling idea.
- clearly addresses the topic and provides specific and relevant details/examples.
- contains words that are specific, accurate, and suited to the topic.
- consistently uses complete sentences.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper

- has a beginning, a middle, and an end.
- contains a controlling idea.
- addresses the topic and uses relevant details/examples.
- contains some words that are specific, accurate, and related to the topic.
- generally uses complete sentences.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.

2 Points

The paper

- has evidence of a beginning, a middle, and an end.
- contains a general sense of direction, but may lack focus.
- generally addresses the topic, but may contain some details that are not relevant.
- uses words that tend to be repetitive, imprecise, and ordinary.
- contains some incomplete sentences that may be distracting to the reader.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.

1 Point

The paper

- may lack evidence of a beginning, a middle and/or an end.
- is difficult to follow and/or lacks focus.
- attempts to address topic, but lacks development.
- uses words that are consistently repetitive, dull, and colorless.
- includes incomplete sentences that are distracting to the reader.
- shows little or no awareness of audience and purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.