



# Smarter Balanced Assessment Consortium:

## English/Language Arts CAT Practice Test Scoring Guide Grade 3

05/14/2014



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
1	3	1	1	2	RL-1	The student will identify text evidence to support a GIVEN conclusion based on the text.

**2566**



Read the sentence and the directions that follow.

Children and adults can work together.

Click the **two** details that **best** support this conclusion.

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

...

Jessie and Mrs. Baxter talked about the birds for a while. "They sound like house finches," Mrs. Baxter said. "Keep an eye on them for me, will you?"

**Key:** Jessie and Mrs. Baxter talked about the birds for a while.; "Keep an eye on them for me, will you?" (All text is selectable.)

**Rubric:** (1 point) Student selects both correct details.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
2	3	1	2	2	RL-2	The student will determine a main idea of a text.

**2493**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** describes the lesson of the passage?

- Ⓐ Animals should be protected.
- Ⓑ Birds should only nest in trees.
- Ⓒ Movers should listen to children.
- Ⓓ Children should stay away from birds.

**Part B**

Which sentence from the passage **best** supports your answer in part A?

- "A bird's nest sat right in the middle of Mrs. Baxter's wreath."
- "Jessie and Mrs. Baxter talked about the birds for a while."
- "One morning, Jessie saw a pink head poking out of the nest."
- "'You can't use this door,' Jessie said, holding her arms out stiff."

**Key:**

Part A: A

Part B: "'You can't use this door,' Jessie said, holding her arms out stiff."

**Rubric:** (1 point) Student selects the correct response in Part A and the correct response in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
3	3	1	2	2	RL-2	The student will identify and sequence key events in a text.

**2564**

Arrange the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct locations.

Jessie saw four speckled blue eggs in the nest.  
 Jessie calls Mrs. Baxter to tell her about the nest.  
 Jessie unlocked the side door to Mrs. Baxter's house.  
 Mrs. Baxter moved from her house into an apartment.  
 The movers arrive to remove Mrs. Baxter's belongings.

**Key:**

- Mrs. Baxter moved from her house into an apartment.
- Jessie saw four speckled blue eggs in the nest.
- Jessie calls Mrs. Baxter to tell her about the nest.
- The movers arrive to remove Mrs. Baxter's belongings.
- Jessie unlocked the side door to Mrs. Baxter's house.

**Rubric:** (1 point) Student puts all five sentences in the correct order.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
4	3	1	3	2	RL-4	The student will determine the meaning of a word or phrase based on its context in a literary text.

**2501**



Read the sentence from the passage.

A jumble of sticks and grass stuck out from the middle of the wreath.

What does the word jumble **most likely** mean?

- (A) a tall pile of items
- (B) a neat pile of items
- (C) a small group of items
- (D) a messy group of items

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
5	3	1	4	3	RL-3	The student will make an inference about a literary text and identify details within the text that support that inference.

**2551**



What inference can be made about the author's message about animals? Include information from the passage to support your answer.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul> <p><b>Responses may include (but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• (inference) The author believes people should work together to help protect animals.</li> <li>• (inference) Jessie is a responsible/thoughtful/considerate/kind child because she looks after the birds.</li> <li>• (inference) All of the characters play a role in protecting the birds.</li> <li>• (support) Jessie tells her dad about the bird's nest in Mrs. Baxter's wreath.</li> <li>• (support) Jessie's dad suggests that they ask</li> </ul>	<p>The author believes that people should work together to help protect animals. Jessie, a young girl, and her dad talk about the possibility of the movers disturbing the bird's nest in the wreath on Mrs. Baxter's front door. Jessie's dad suggests that they tell the movers to be careful. Jessie comes up with another plan to have the movers use a different door to take the items out of the house. Jessie carefully opens the front door so that she will not disturb the nest. She then opens the side door of the house for the movers to use. One of the movers even says, "I bet that mama bird is glad you're watching out for her babies." The author uses this story to share the message that people working together can save the lives of animals.</p>

	<p>the movers to be careful when moving Mrs. Baxter's things out of the house.</p> <ul style="list-style-type: none"> <li>• (support) Jessie decides to have the movers go in through the side door so as to not disturb the nest.</li> <li>• (support) Jessie carefully opens the front door so that she does not disturb the nest.</li> <li>• (support) One of the movers even makes a remark about the care that Jessie is giving to the baby birds.</li> </ul>	
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains inference/conclusion with vague/limited information based on the text</li> </ul> <p><b>Responses may include those listed in the 2-point response.</b></p>	<p>The author believes that people should work together. Jessie and her dad want to protect the baby birds in the wreath on Mrs. Baxter's front door.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples or examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no explanation or no relevant information from the text</li> </ul>	<p>The author believes that people should look out for their neighbors.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
6	3	1	6	3	RL-5	The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

**2526**



Why is including dialogue important to understanding the passage? Pick **three** choices.

- It helps the reader understand Jessie's actions.
- It helps the reader imagine the sounds made by the birds.
- It helps the reader know the reason why Mrs. Baxter moved.
- It helps the reader know how the movers feel about the birds.
- It helps the reader imagine what Jessie will do after the movers leave.
- It helps the reader understand Mrs. Baxter and Jessie's interest in the birds.

**Key:** It helps the reader understand Jessie's actions.; It helps the reader know how the movers feel about the birds.; It helps the reader understand Mrs. Baxter and Jessie's interest in the birds.

**Rubric:** (1 point) Student selects all three correct responses.



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
7	3	1	7	3	L-5	The student will interpret the literal and non-literal meanings of words and phrases used in context and analyze their use in the text.

**2500**



Read the sentence from the passage.

As carefully as she could, Jessie unlocked the front door and eased it open.

What does the phrase "eased it open" tell the reader about Jessie?

- (A) Jessie is quiet and shy.
- (B) Jessie is able to unlock the door.
- (C) Jessie is nervous to enter the house.
- (D) Jessie is a gentle and thoughtful person.

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
8	3	1	8	2	RI-1	The student will identify text evidence to support a GIVEN conclusion based on the text.

**2661**



Many items made from trees are used every day. Pick **three** details from the passage that **best** support this idea.

- Cedar trees are used to make pencils.
- Slats from a cedar tree are glued together.
- Graphite, or lead, is used to make marks on paper.
- A paper mill is where pulp is made from chipped wood.
- Syrup from trees is used to make candy and other treats.
- Trees that are cut down may be made into paper for books.

**Key:** Cedar trees are used to make pencils.; Syrup from trees is used to make candy and other treats.; Trees that are cut down may be made into paper for books.

**Rubric:** (1 point) Student selects all three correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
9	3	1	9	2	RI-2	The student will identify a central idea in a text.

2692



Read the paragraph from the passage and the directions that follow.

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

What is the main idea of the paragraph?

- Ⓐ Cedar trees grow in a forest.
- Ⓑ Factories make pencils from cedar wood.
- Ⓒ Cedar slats are glued together with graphite in the middle.
- Ⓓ Blocks of cedar are cut into thin, flat slats so that pencils can be made.

**Key:** B

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
10	3	1	10	1	RI-4, L-4.a	The student will determine the meaning of a word based on its context in an informational text.

**2685**



The author uses a word that means placed one on top of another. Click on the word in the paragraph that is **closest** to that idea.

Papermaking begins in the forest, where trees are marked to be cut down. Once the trees are cut, the biggest branches are removed. The logs, as they are now called, are stacked in huge piles at the edge of the forest. A logging truck takes them to the paper mill. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

**Key:** stacked (selectable distractors are: marked, removed, chipped, drained, sprayed)

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
11	3	1	11	3	RI-3	The student will form a conclusion about an informational text and identify details within the text that support that conclusion.

**2660**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Click on the sentence that gives the **best** conclusion about the people who make maple syrup.

- A. They must protect trees.
- B. They must pay attention to nature.
- C. They must work outdoors all of the time.
- D. They must like the taste of maple syrup.

**Part B**

Click on **two** sentences from the passage that **best** support your answer in part A.

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup.

**Key:**

Part A: B. They must pay attention to nature.

Part B: People who make maple syrup must read the signs of the season to know when to get to work.; In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. (All text is selectable.)

**Rubric:** (1 point) Student selects the correct response in Part A and the two correct responses in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
12	3	1	11	3	RI-8	The student will make an inference about an informational text and identify details within the text that support the inference.

**2663**



What inference can be made about why the author includes the backpack in the passage? Support your answer with details from the passage.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> <li>Gives sufficient evidence of the ability to make a clear inference/conclusion</li> <li>Includes specific examples/details that make clear reference to the text</li> <li>Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul> <p><b>Responses may include (but are not limited to):</b></p> <ul style="list-style-type: none"> <li>(inference) The author's use of the backpack is to engage readers in something that they can relate to.</li> <li>(inference) The author wants the reader to understand how regular types of items are made of wood.</li> <li>(inference) The author's purpose is to inform the reader about those backpack items and describe the processes of how they are made from trees.</li> </ul>	<p>The author included the backpack to help the reader understand how regular types of items that students use at school are made of wood. Chipped wood is made into mushy pulp, dried, and made into paper. Pencils are made from the wood of a cedar tree. Even maple sugar candy is made from the sap of a tree. All these examples help readers understand that everyday objects, or items kids take to school, are made from trees.</p>

	<ul style="list-style-type: none"> <li>• (support) Chipped wood is made into mushy pulp, dried, and made into paper.</li> <li>• (support) Pencils are made from the wood of a cedar tree.</li> </ul>	
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains inference/conclusion with vague/limited information based on the text</li> </ul> <p><b>Responses may include those listed in the 2-point response.</b></p>	<p>The author uses a backpack in this passage because she wants us to think about the items we take to school. She wants us to know that paper and pencils are made from trees.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples or examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no explanation or no relevant information from the text</li> </ul>	<p>The author wanted the reader to think about how heavy a backpack can sometimes be.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
13	3	1	12	3	RI-3	The student will analyze how information reveals the author's point of view within a text.

**2684**



This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Read the paragraph from the passage and the directions that follow.

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup. If you boil the syrup even longer, it crystallizes (hardens) into maple sugar. Then, it is quickly put into molds to give it a pretty shape. Paper. Pencils. Candy. Your backpack is full. Can you believe that so many things you carry around every day come from forests?

Choose the sentence that **best** describes what the information in the paragraph shows about the author's point of view.

- Ⓐ The author believes that making maple syrup is easy.
- Ⓑ The author believes that maple syrup is best when it is boiled.
- Ⓒ The author believes that making maple candy takes careful planning.
- Ⓓ The author believes that making candy from maple syrup is a wise idea.



**Part B**

Which **two** sentences from the passage **best** support your answer in part A?

- "People who make maple syrup must read the signs of the season to know when to get to work."
- "First, a small hole is drilled into the tree."
- "Sap drips through the tap into a bucket."
- "When the bucket is full, the sap is taken to the sugarhouse."
- "If you boil the syrup even longer, it crystallizes (hardens) into maple sugar."
- "Then, it is quickly put into molds to give it a pretty shape."

**Key:**

Part A: C

Part B: "People who make maple syrup must read the signs of the season to know when to get to work."; "If you boil the syrup even longer, it crystallizes (hardens) into maple sugar."

**Rubric:** (1 point) Student selects the correct response in Part A and the two correct responses in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
14	3	1	13	3	RI-5	The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

**2659**



What is the **most likely** reason the author used paragraph headings for each part of the passage?

- (A) to explain school supplies
- (B) to tell the reader about types of trees
- (C) to show items made from trees
- (D) to make the reader think about backpacks

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
15	3	1	14	3	L-5	The student will analyze the impact of word choice on reader interpretation of a text.

**2662**



Read the sentence from the passage.

After the graphite is set in place, two slats are glued together, sandwiching the graphite inside.

Why did the author use the phrase “sandwiching the graphite inside” in the sentence?

- (A) to help the reader understand how we use a sandwich and a pencil
- (B) to help the reader understand how a pencil is different from a sandwich
- (C) to help the reader understand how an object is held in place between two items
- (D) to help the reader understand how different parts of an item may be made of different things

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
16	3	2	1b	2	W-3.a	(Organization) The student will revise narrative texts by identifying improved narrative organizational elements such as an introduction that establishes a situation

**2577**



A student is writing a story for class about a red-tailed hawk. Read the draft of the story and complete the task that follows.

"It's so cool! Take a picture of it!" Dad responded.  
 I grabbed our camera. My plan was to sneak up on the hawk. However, a storm had left leaves all over the yard and it was hard to be quiet. I started snapping pictures.  
 Suddenly the hawk made a screeching sound and flew over to a tree in the neighbor's yard.  
 "Look Dad, there it is!" I yelled. I had just spotted the red-tailed hawk. It had been flying over the field before landing in our tall pine tree.  
 I exclaimed, "C'mon Dad, let's go look at the pictures!"

The first sentence of the story is not the best beginning. Move the groups of sentences so that the group that makes the **best** beginning comes first.

**Key:**

- "Look Dad, there it is!" I yelled. I had just spotted the red-tailed hawk. It had been flying over the field before landing in our tall pine tree.
- "It's so cool! Take a picture of it!" Dad responded.
- I grabbed our camera. My plan was to sneak up on the hawk. However, a storm had left leaves all over the yard and it was hard to be quiet. I started snapping pictures.
- Suddenly the hawk made a screeching sound and flew over to a tree in the neighbor's yard.
- I exclaimed, "C'mon Dad, let's go look at the pictures!"

**Rubric:** (1 point) Student puts all groups of sentences in the correct order.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
17	3	2	3b	2	W-2.a	The student will revise informational/explanatory text by identifying improved organizational elements such as a. Introducing a topic b. Stating a main idea

**2521**



Jason is writing a report for his teacher about keeping lizards as classroom pets. The student wants to revise the draft to have a better opening. Read the draft of the paragraph and complete the task that follows.

Lizards are easy to take care of. First, you need to find a small glass tank. You should place some twigs, some grass, some leaves, and plenty of food inside the tank. Lizards eat insects such as flies, worms, and crickets, which can be found easily. There is not as much cleaning to do for lizards as there is for hamsters or birds. Clean out the lizard's tank each day by wiping up spills and removing uneaten food. You should wash out the tank with warm, soapy water weekly. Rinse and dry everything before putting your lizard back in the tank.

Choose the sentence that **best** introduces the topic of the student's report.

- (A) Leaves may be difficult to find during the winter.
- (B) Goldfish bowls have to be cleaned every few days.
- (C) You should think about how much room a pet needs when choosing one.
- (D) You should think about what it takes to take care of a classroom pet when choosing one.

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
18	3	2	6a	3	W-1.a	(Organization) The student will use information provided in a stimulus to write organized opinion text by a. Stating an opinion about a topic b. Establishing a context

**2554**



A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can't be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

The beginning of the student's essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about.

Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> <li>introduces an opinion that adequately reflects the stimulus as a whole;</li> <li>provides sufficient information to put the opinion about the topic into context for the teacher;</li> <li>does more than list points/reasons to support opinion—not formulaic;</li> <li>provides an adequate connection to the body paragraph.</li> </ul>	<p>Our school is deciding about whether or not flavored milk should be served in our cafeteria. I believe students should be allowed to choose flavored milk. It is true that flavored milk is not the best food for kids, but there are some good things to say about this drink. I believe that the good points about flavored milk are more important than any bad points.</p> <p><b>Annotation:</b> This response provides a clear opinion, appropriate to the situation (school is deciding). While this response sets up a point/counterpoint ("it is true...but...") although other 2 responses might choose other ways to organize support. The final line transitions nicely to the body paragraph. Note: Other "2" responses may not necessarily succeed with all the "2" criteria.</p>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>provides an opinion that partially</li> </ul>	<p>I think flavored milk should be served in the</p>

	<ul style="list-style-type: none"> <li>reflects the stimulus as a whole;</li> <li>provides partial or general information to put the opinion into context for the teacher;</li> <li>may just list ideas—formulaic</li> <li>provides a limited connection to the body paragraph</li> </ul>	<p>cafeteria. Let me tell you why I think this.</p> <p><b>Annotation:</b> The opinion (“should be served”) and context (“in the cafeteria”) are evident. There is, however, no sense of what the reasons are for the opinion, with a very limited and formulaic connection to the body (“let me tell you.”). Note: Other “1” responses could have different strengths/weaknesses based on rubric criteria but will be overall limited.</p>
0	<p>The response</p> <ul style="list-style-type: none"> <li>provides no opinion or no appropriate opinion, or simply restates the reasons about serving flavored milk in the school cafeteria;</li> <li>provides irrelevant or no information to put the opinion into context;</li> <li>provides a weak, if any, connection to the body paragraph</li> </ul>	<p>People like flavored milk.</p> <p><b>Annotation:</b> The opinion is not appropriate for the task (question was not about whether or not people ‘like’ flavored milk but whether or not it should be available in the cafeteria). There is no context for the opinion, and no connection to the body paragraph. Other “0” responses may have different deficits, but will be overall weak</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
19	3	2	8	2	L-6	The student will identify and use the best academic or domain-specific word(s) or phrase(s) to make meaning clear

**2604**



Allison is writing a story for her teacher about a trip to a state park. Read the draft of the story and complete the task that follows.

My family went to a state park to see the sandhill cranes. Sandhill cranes are noisy creatures who stick close together in flocks. The birds are grayish with a touch of dark red on their forehead. Sandill cranes live in marshes, which are low-lying areas often covered in water. My sister saw one crane eat a worm it found on the dirty ground. We were amazed that the cranes got along with each other. The cranes threw their heads back and sang loudly. We liked watching the cranes dancing and leaping high in the air. My sister and I were thrilled to see how these cranes behaved.

The writer wants to replace the underlined word to make her meaning clearer. Which **two** words would make her word choice **better**?

- dusty
- lousy
- ugly
- muddy
- soggy
- sticky

**Key:** muddy; soggy

**Rubric:** (1 point) Student selects the two correct responses.



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
20	3	2	9	1	L-2	The student will apply or edit the use of spelling in a text.

**2510**



Choose the sentence that contains a spelling error.

- Ⓐ He wanted to push his baby sister on the swing.
- Ⓑ The rowboat was tied to a tree by the pond near her school.
- Ⓒ The grass was too wet, so she walked the dogs on the sidewalk.
- Ⓓ His brother was at home sick, and he was unable to go to the park.

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
21	3	2	9	1	L-1, L-2, L-3b	To complete this task, students must identify the subject-verb agreement error.

**1023**



Which of the following sentences has an error in grammar usage?

- Ⓐ Brenda and Pam start a flower club.
- Ⓑ They want to plant red roses first.
- Ⓒ "I wishes we could grow blue roses," Brenda says.
- Ⓓ Pam says, "Let's try to grow red ones first."

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
22	3	3	4	1	SL-2, SL-3	1. The student will identify or interpret the purpose, central idea, or key points of a presentation.

**2468**



Which statement **best** describes how scientists use the International Space Station?

- Ⓐ They learn how space stations can be built.
- Ⓑ They learn about what makes a good astronaut.
- Ⓒ They study the station to make plans for science labs.
- Ⓓ They study what happens to people when they live in space.

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
23	3	3	4	2	SL-2, SL-3	1. The student will identify or interpret the purpose, central idea, or key points of a presentation.

**2466**



What is the **most likely** reason the author made the presentation?

- (A) to tell about what scientists have learned
- (B) to show how astronauts plan for space travel
- (C) to describe who built the International Space Station
- (D) to explain why scientists use the International Space Station

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
24	3	3	4	2	SL-2	2. The student will identify the use of supporting evidence in a presentation.

**2525**



Which detail in the presentation **best** supports the idea that the space station is a home in space?

- Ⓐ People have lived there for years.
- Ⓑ People work there together on science.
- Ⓒ NASA studies humans working in space.
- Ⓓ NASA has plans to send humans deeper into space.

**Key:** A

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
25	3	3	4	1	SL-2	1. The student will identify or interpret the purpose, central idea, or key points of a presentation.

**2498**



Click in the box next to each type of light to show which detail it **best** matches.

	Above one of the coldest places on Earth	Starts with a pale green light	Found all over the sky
Lights around the South Pole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Light from Stars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:**

Above one of the coldest places on Earth = Lights around the South Pole

Starts with a pale green light = Northern Lights

Found all over the sky = Light from Stars

**Rubric:** (1 point) Student matches all three types of light correctly.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
26	3	3	4	2	SL-2, SL-3	1. The student will identify or interpret the purpose, central idea, or key points of a presentation.

**2467**



Which question can a listener answer after hearing the presentation?

- (A) How are the Northern Lights formed?
- (B) What is the name of the lights over the South Pole?
- (C) Where is the best place to see the Northern Lights?
- (D) Is Earth the only planet to have lights across the night sky?

**Key:** C

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
27	3	3	4	3	SL-2, SL-3	3. The student will draw and/or support a conclusion based on content in a presentation.

Key:

**2458**



The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which statement is supported by the presentation?

- (A) Weather may change the Northern Lights.
- (B) The Northern Lights can look different at different times.
- (C) The Northern Lights are brighter than the lights around the South Pole.
- (D) People in Canada and Alaska like the Northern Lights better than stars and planets.

**Part B**

Which sentence from the presentation **best** supports your answer in part A?

- "In some places on Earth, people see more than stars and planets in the sky."
- "The Northern Lights are the most exciting light show you could ever see."
- "Sometimes, they become beautiful, bright sheets of light dancing across the night sky."
- "The South Pole is on the frozen continent of Antarctica."

Key:

Part A: B

Part B: "Sometimes, they become beautiful, bright sheets of light dancing across the night sky."

**Rubric:** (1 point) Student selects the correct response in Part A and the correct response in Part B.



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
28	3	4	2	2	W-8	The student will interpret information from a text source to support a given purpose related to research tasks.

**2464**



A student is writing a report about squirrels. Read the sentences from the source and the directions that follow.

The Virginia northern flying squirrel is a small animal that lives in the treetops of forests; however, it has an amazing ability. It is able to "fly," or glide, over 100 feet at a time. The squirrel's flying gift comes from a flap of skin that goes from the front leg to the back leg that allows the squirrel to glide distances of up to 135 feet! The squirrel can move across the treetops, gliding from branch to branch. When it gets to where it wants to land, it pulls back and slows down, preparing for a soft landing! When it is gliding, it uses its tail to help it change direction.

The parts of the student's report are listed below. Where in the report should the student place the information from the source?

- Ⓐ Types of Squirrels
- Ⓑ Colors of Squirrels
- Ⓒ What Squirrels Eat
- Ⓓ Ways Squirrels Travel

**Key:** D

**Rubric:** (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
29	3	4	2	2	W-8, RI-1	The student will locate information from a text source to support a central idea or key detail related to research.

**2497**



A student is writing a research report about elephants. The student took notes and thought of three main ideas for her report. Click on the box to show the main idea that each note **best** supports.

	Main Idea A: Where elephants are found	Main Idea B: What elephants eat	Main Idea C: What elephants look like
<b>Note 1:</b> Elephants need 300 pounds of food every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note 2:</b> An elephant has a long nose called a trunk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note 3:</b> Elephants like grass, leaves, and roots for their meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note 4:</b> Elephants live in deserts and rainforests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:**

Note 1 supports Main Idea B because it addresses how much food elephants eat.

Note 2 supports Main Idea C because it describes what an elephant's nose looks like.

Note 3 supports Main Idea B because it addresses what kind of food elephants eat.

Note 4 supports Main Idea A because it addresses where elephants live.

**Rubric:** (1 point) Student matches all four Notes correctly.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
30	3	4	3	2	W-8	The student will analyze digital and print sources in order to locate relevant information to support research.

**2463**



A student is writing a report about how to build a tree house. Which source would **most likely** have information for the report?

- Ⓐ *Tree House Fun*  
A book of games and activities that can be played in tree houses.
- Ⓑ "Tree House Surprise"  
A magazine story about a group of children who find a tree house behind a neighbor's home.
- Ⓒ [www.worldtreehouses.org](http://www.worldtreehouses.org)  
There are many different kinds of tree houses across the world. See photos of some of the most interesting ones.
- Ⓓ [www.makeatreehouse.com](http://www.makeatreehouse.com)  
Learn how to make different kinds of tree houses. We give you lists of materials needed and directions.

**Key:** D

**Rubric:** (1 point) Student selects the correct response.