New York State Testing Program

English Language Arts

Scoring Guide for Sample Test 2005

Grade **3**

Contents

Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	**Reading**				
1	multiple choice	1	2	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	C
2	multiple choice	1	2	Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events	J
3	multiple choice	1	2	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	C
4	multiple choice	1	2	Make predictions, draw conclusions, and make inferences about events and characters	G
5	multiple choice	1	3	Evaluate the content by identifying important and unimportant details	C
6	multiple choice	1	1	Identify main ideas and supporting details in informational texts	H
7	multiple choice	1	1	Read unfamiliar texts to collect data, facts, and ideas	D
8	multiple choice	1	1	Read unfamiliar texts to collect data, facts, and ideas	F
9	short response	2	1	Use graphic organizers to record significant details about characters and events in stories	n/a
10	multiple choice	1	1	Identify main ideas and supporting details in informational texts	G
11	multiple choice	1	3	Evaluate the content by identifying the author's purpose	C
12	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	J
13	multiple choice	1	3	Analyze information on the basis of new or prior knowledge and/or personal experience	A
14	multiple choice	1	2	Make predictions, draw conclusions, and make inferences about events and characters	J
15	multiple choice	1	2	Make predictions, draw conclusions, and make inferences about events and characters	A
16	multiple choice	1	2	Make predictions, draw conclusions, and make inferences about events and characters	G
17	multiple choice	1	1	Read and understand written directions	A
18	multiple choice	1	1	Read and understand written directions	G
19	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	D
20	multiple choice	1	3	Evaluate the content by identifying the author's purpose	H
21	multiple choice	1	3	Evaluate the content by identifying important and unimportant details	A
Book 2	**Listening/Writing**				
22	multiple choice	1	2	Listen to identify elements of character, plot, and setting to understand the author's message or intent	J
23	multiple choice	1	2	Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud	D

Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 2	**Listening/Writing**				
24	multiple choice	1	2	Listen to identify elements of character, plot, and setting to understand the author's message or intent	G
25	short response	2	2	Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud	n/a
26	short response	2	2	Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance	n/a
27	multiple choice	1	3	Distinguish between fact and opinion	B
28	editing paragraph	3	n/a	Use basic punctuation correctly, such as commas in a series, in simple/compound sentences, in friendly letters; and periods, exclamation points, and question marks	n/a

NOTE: Responses to questions 9, 25, and 26 (short-response Reading and Listening questions) are **not** scored for writing mechanics. Writing mechanics is assessed in question 28, the editing paragraph.

<p style="text-align: center;">**Reading Rubric Key Points**</p>

Reading Task: "A Long Winter's Nap"

Question 9

*Read the chart below. Fill in the chart to show **two** other things that happen to bears while they hibernate.*

Possible Exemplary Responses:
- heartbeats slow down
- breathing slows down
- body temperature drops
- lose [a lot of] fat
- bodies do not grow
- live off fat stored in bodies
- deep sleep
- do not eat
- other relevant text-based response

Rubric:

2 points   The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

1 point   The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.

0 points   The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

9 Read the chart below. Fill in the chart to show **two** other things that happen to bears while they hibernate.

What happens while bears hibernate?
They use less energy.
They sleep a lot and they sleep unitl Apil or May
There heats slow down

text detail

text detail

This chart is accurate and complete. All the requirements of the task are fulfilled.

[If the student provides a response about the bears sleeping, it must be qualified with the idea of length of time, or must specifically say "deep sleep."]

Score Point - 2

9 Read the chart below. Fill in the chart to show **two** other things that happen to bears while they hibernate.

What happens while bears hibernate?	
They use less energy.	
They gain up to forty pounds in a week	incorrect
There breathing slows down	text detail

This chart includes some correct information, but the first response is incorrect. Bears gain up to forty pounds in a week before they hibernate, not while they hibernate. The second response is a text-based detail; therefore, the response as a whole receives 1 score point.

Score Point - 1

9 Read the chart below. Fill in the chart to show **two** other things that happen to bears while they hibernate.

What happens while bears hibernate?
They use less energy.
They get Fat
when the bear wakes up it has gained a lot of wait

incorrect

incorrect

This chart is inaccurate; both answers are the opposite of what happens to bears during hibernation. This chart receives no points.

Score Point - 0

Listening Rubric Key Points

Listening Task: "The Missing Gym Shoes"

Question 25

The web below shows where Kirby looks for his shoes. Complete the web with details from the story. One has been done for you.
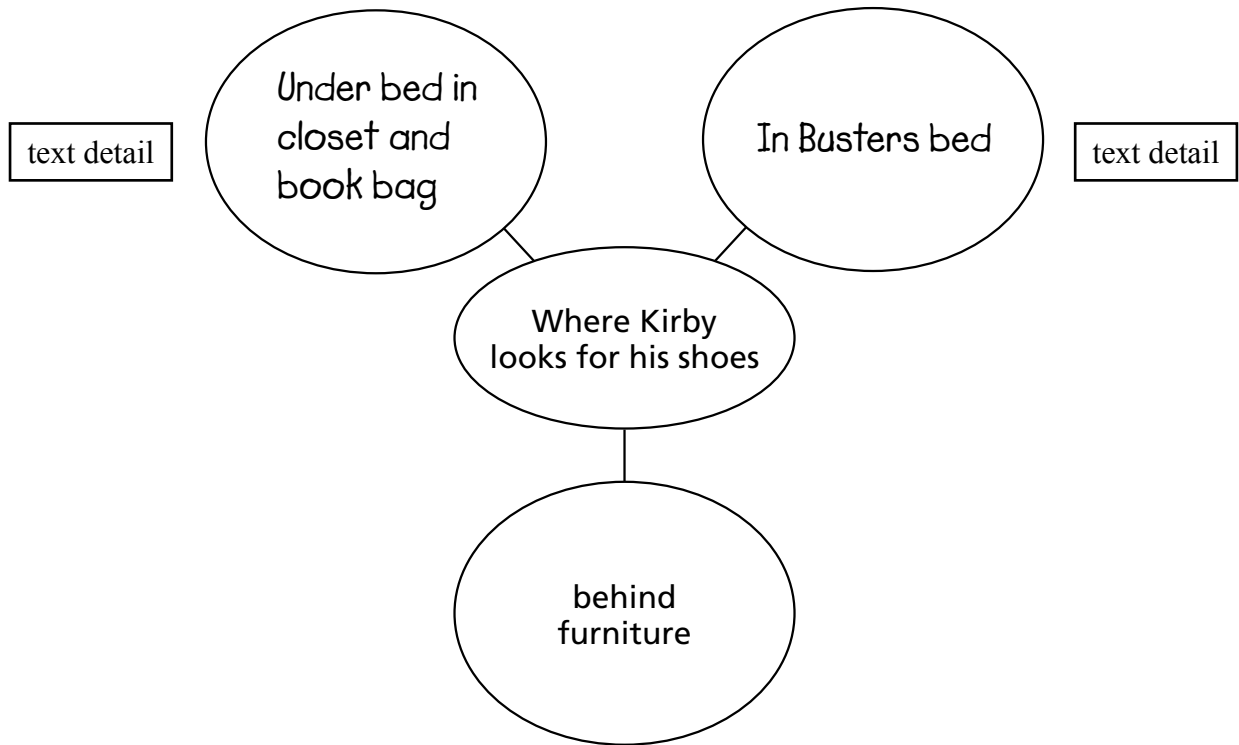
Possible Exemplary Responses:

- backpack
- dog bed
- under bed
- closet
- other relevant text-based response

Rubric:

2 points   The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

1 point   The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.

0 points   The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

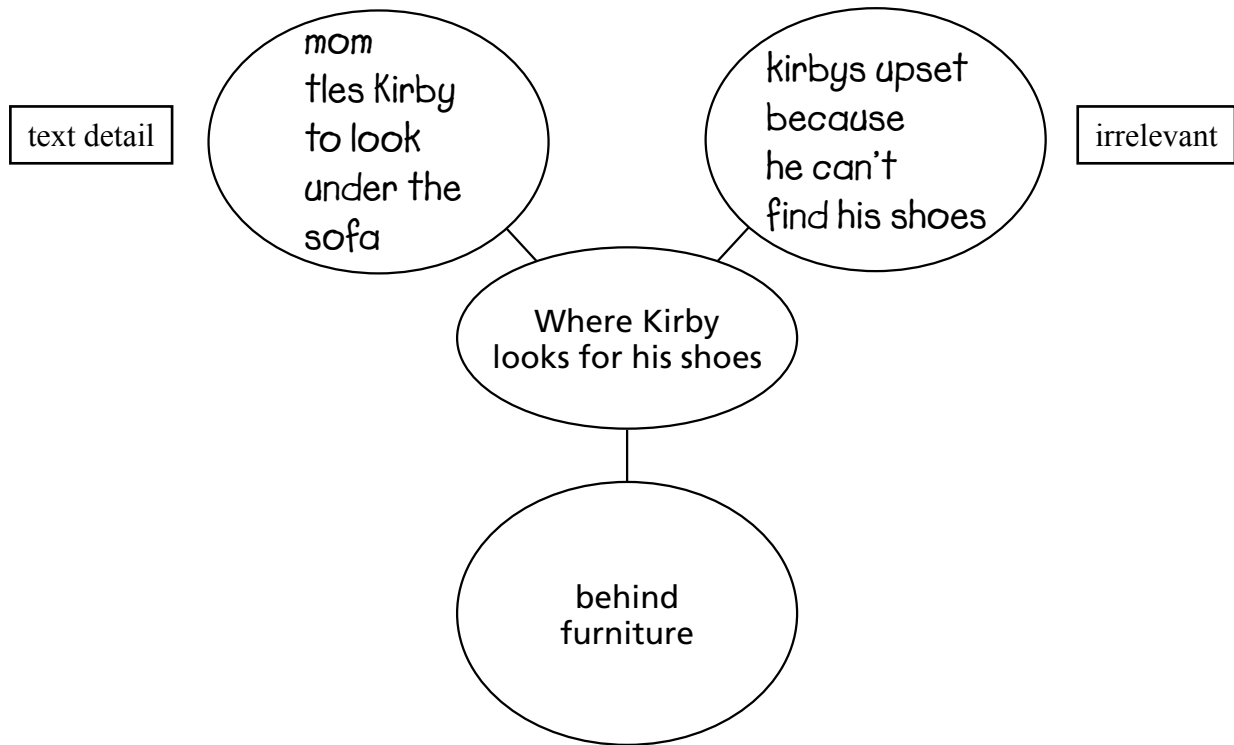NOTE: If the question is left blank, score as Condition Code A.

25 The web below shows where Kirby looks for his shoes. Complete the web with details from the story. One has been done for you.

text detail

Under bed in closet and book bag

In Busters bed

text detail

Where Kirby looks for his shoes

behind furniture

This response is accurate, complete, and fulfills all of the requirements of the task. The text-based details included are: backpack (book bag), closet, under bed, and Buster's bed (dog's bed).
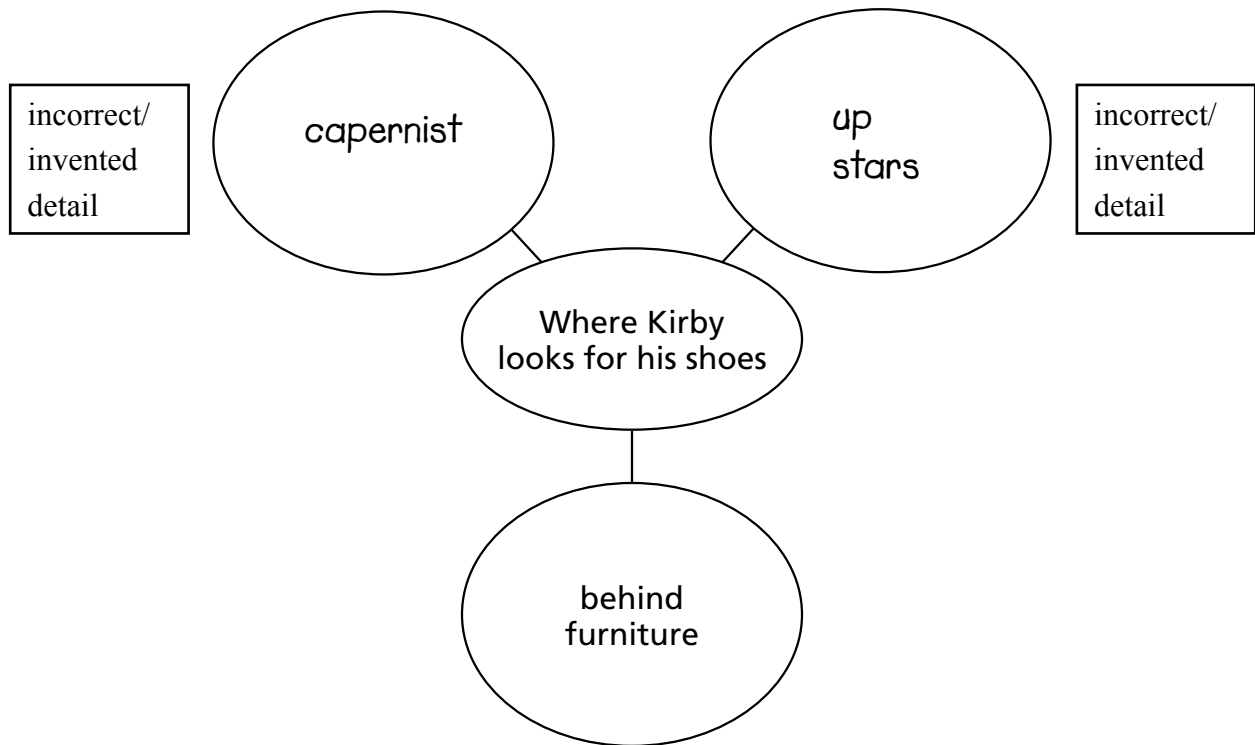
Score Point - 2

25 The web below shows where Kirby looks for his shoes. Complete the web with details from the story. One has been done for you.

text detail

mom tles Kirby to look under the sofa

kirbys upset because he can't find his shoes

irrelevant

Where Kirby looks for his shoes

behind furniture

This response includes some correct information, but it is not complete. The dad (not the mom) tells Kirby to look behind the sofa, but it is still a relevant text-based response. The other piece of the web is irrelevant.

Score Point - 1

25 The web below shows where Kirby looks for his shoes. Complete the web with details from the story. One has been done for you.

incorrect/
invented
detail

capernist

up
stars

incorrect/
invented
detail

Where Kirby
looks for his shoes

behind
furniture

This response is inaccurate. Neither a "capernist" [cabinet?] nor an upstairs is mentioned in the story.

Score Point - 0

Listening Rubric Key Points

Listening Task: "The Missing Gym Shoes"

Question 26
*How does feeding Buster help Kirby find his shoes? Use **one** example from the story in your answer.*

Possible Exemplary Response:
When Buster hears Kirby fixing his food, Buster jumps out of his dog bed. Kirby then sees his shoes in Buster's bed.

Rubric:

2 points   The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

1 point   The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.

0 points   The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

26 How does feeding Buster help Kirby find his shoes? Use **one** example from the story in your answer.

When Kirby feeds Buster and then Kirdy hears Buster food hit the

bowl. Buter jump's up out of his bed and when Kirby look he saw

text detail

his gym shoes. Then his mom siad have a good game.

___

Although there is a little confusion about Kirby and Buster in the beginning, this response is accurate, complete, and fulfills all the requirements of the task.

Score Point - 2

26 How does feeding Buster help Kirby find his shoes? Use **one** example from the story in your answer.

Cerirby finds hes snecers by geiving food to the dog. ⟶ too general

_____

_____

_____

_____

_____

This response contains correct but general information. It does not completely explain or give a clear enough example to tell the reader how feeding the dog helps him find the shoes.

Score Point - 1

26 How does feeding Buster help Kirby find his shoes? Use **one** example from the story in your answer.

confused

<u>Buster wanted to eat maby that why he hide the shose.</u>

_____

_____

_____

_____

_____

This response shows confusion regarding the question and thus fails to accurately address any part of the task.

Score Point - 0

Editing Task

Question 28

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are <u>no</u> mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

```
     My dog's name is rufus. I take him to play at Central

Park. he plays with other dogs and chases toys i throw. At

home, he chews his dog bones. Then he takes a nap? Would you

be tired after all that playing?
```

Possible Exemplary Response:

```
                         Rufus
     My dog's name is r̶u̶f̶u̶s̶. I take him to play at Central
      He                                           I
Park. h̶e̶ plays with other dogs and chases toys i̶ throw. At

                                                   .
home, he chews his dog bones. Then he takes a nap?̶ Would you

be tired after all that playing?
```

Rubric:

3 points	no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
2 points	no more than 2 errors, either introduced or not corrected, remain after the student has corrected the paragraph
1 point	no more than 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
0 points	4 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

NOTE: If the question is left blank, score as Condition Code A.

28 Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are <u>no</u> mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

                                           Rufus

     My dog's name is ~~rufus~~. I take him to play at Central

                 He

Park. ~~he~~ plays with other dogs and chases toys i throw. At

home, he chews his dog bones. Then he takes a nap. Would you

be tired after all that playing?

No more than 1 error, either introduced or not corrected.

1 of the 4 original errors is not corrected

      [i] - should be capitalized

0 introduced errors

1 error total

Score Point - 3

28 Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are <u>no</u> mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

    My dog's name is rufus. I take him to play at Central

                                              I

Park. he plays with other dogs and chases toys ᴵ̷ throw. At

                                                       .

home, he chews his dog bones. Then he takes a nap✗ Would you

be tired after all that playing?

No more than 2 errors, either introduced or not corrected.

2 of the 4 original errors are not corrected
      [rufus] and [he] - should be capitalized
0 introduced errors
2 errors total

Score Point - 2

28 Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are <u>no</u> mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is rufus. I take him to play at Central

H
Park. ~~He~~ plays with other dogs and <u>chases</u> toys i throw. At

home, he chews his dog bones. Then he takes a nap? Would you

be <u>tired</u> after all that playing?

No more than 3 errors, either introduced or not corrected.

3 of the 4 original errors are not corrected
   [rufus] and [i] - should be capitalized
   [?] - question mark after "nap" should be a period
0 introduced errors
3 errors total

Score Point - 1

28 Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are <u>no</u> mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

```
    My dog's name is rufus. I take him to play at Central

Park. he plays with other dogs and chases toys i throw. At

home, he chews his dog bones. Then he takes a nap? Would you

be tired after all that playing?
```

There are 4 or more errors, either introduced or not corrected.

None of the 4 original errors are corrected.
    [rufus], [he], and [i] - should be capitalized
    [?] - question mark after "nap" should be a period
2 introduced errors
    [dog's] and [plays] - should not be crossed out
    (without the words "dog's" or "plays," the meaning or
    correctness of the respective sentence is changed)
6 errors total

Score Point - 0

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