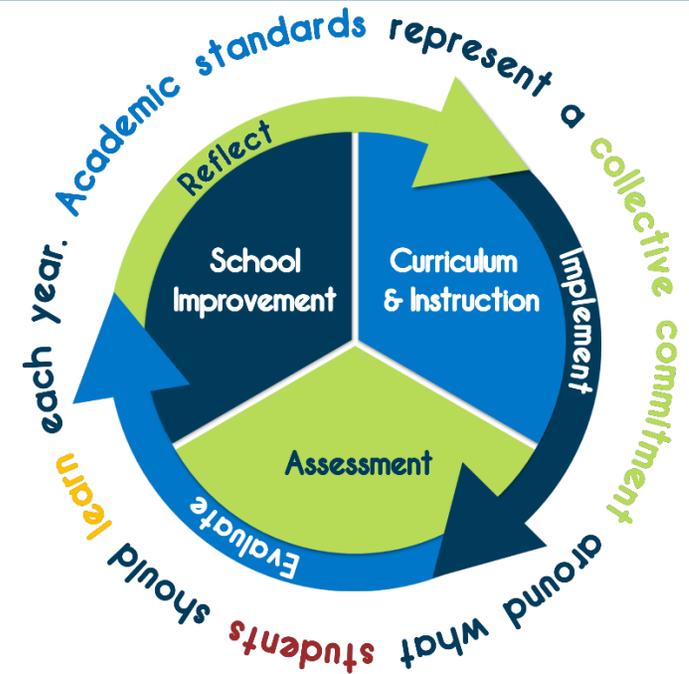


Samples to Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Grade 3 – Claim 2: Reading Informational Text

1st Text – P. 4

English Language Arts/Literacy

Today you will research training dogs. You will read "Helping Hands." Then you will read "A Sweet Memory: A True Story of a Blind Dog Guide." As you read these articles, you will gather information and answer questions about training dogs so you can write an essay.

Read the article "Helping Hands." Then answer the questions.

Helping Hands
by Christy Darnis

1. Deryn Evans, 14, has always loved dogs. And now she has found a wonderful way to help her like with them.
2. Earlier this year, Deryn became a student trainer with Assistance Dogs of the West. She learned to use hand signals to help dogs in public places. They can avoid elevator buttons with their noses.
3. Deryn learned about the class through an informational program. People from local businesses came and spoke with students about their organizations' work. They offered the students a place to work with them.
4. The group could accept only six students. Deryn's strong interest in dogs and in helping people earned her a spot. Soon she was helping with that needed her team dogs—and live a happy life.

Self-Confidence

5. Deryn started off by practicing the basic commands. She learned to tell the dogs to "sit," "stay," and "come to her." "Oh boy, you get so nervous," she remembers. "You have to learn to speak up. Then, once you get the hang of it, it's awesome."
6. As time went on, Deryn grew more confident. A dog named Tucson asked, "I got a job offer in San Francisco for a great job." She says, "Oh, boy, you can't." Talked out of class. Tucson was the biggest dog there, and he was friendly.
7. Deryn worked with other dogs, but Tucson was special to her. She fed and groomed the big dog. He "kissed" both new skills, so did Deryn.

GO ON ►

Here we provide [an informational text sample item set](#). The set contains two informational texts to read and several two-part multiple-choice items. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each informational text prompt is followed by several two-part multiple-choice items that ask students to select a correct response in Part A of each item and then to select a response that supports that answer in Part B¹. The second text prompt also contains an item in which students categorize the meaning behind sentences from the text where partial credit is possible.

The item set also contains a Research Simulation writing task. Student responses are graded according to page 1 of the [Research Simulation Task Rubric](#). All Research Simulation writing tasks contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

2nd Text – P. 8

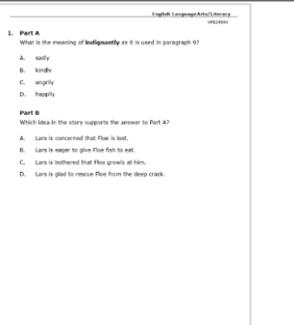
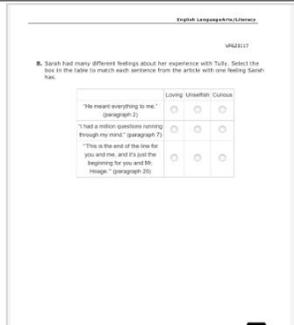
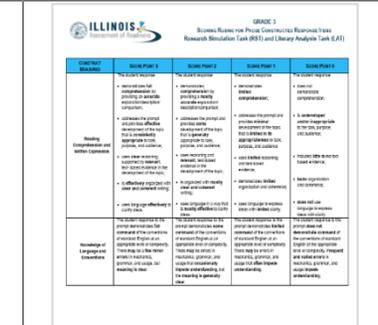
English Language Arts/Literacy

Read the article "Sweet Memory: A True Story of a Blind Dog Guide." Then answer the questions.

A Sweet Memory: A True Story of a Blind Dog Guide
by Susan Hennessey

1. On the biggest day ever, I had received a dog of the same size that I could not handle. I was nervous because I had never owned a dog before. I could not even walk on my own when I was a child, and now I was supposed to take care of a dog. I felt a little bit nervous, but I knew I had to do it.
2. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
3. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
4. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
5. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
6. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
7. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
8. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
9. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.
10. I remember the day I got the dog. It was a beautiful day. The sun was shining, and the birds were singing. I was so happy to have a dog. I had always wanted a dog, and now I had one. I was so excited that I almost forgot to breathe.

GO ON ►

Two-part Multiple-choice Pgs. 8-9 & 11-15	Categorization Table P. 16	Answer Key P. 3	Written Response Scoring Rubric P. 1
			

¹ One item has three parts, but three-part items have since been discontinued in favor of two-part items.

Grade 3 – Claim 5: Conventions

Conventions Writing Rubric P.2

<p>The student responds to the prompt with a full command of fluently written standard English. The student uses a variety of sentence structures and uses a variety of punctuation marks.</p>	<p>The student responds to the prompt with a full command of fluently written standard English. The student uses a variety of sentence structures and uses a variety of punctuation marks.</p>	<p>The student responds to the prompt with a full command of fluently written standard English. The student uses a variety of sentence structures and uses a variety of punctuation marks.</p>	<p>The student responds to the prompt with a full command of fluently written standard English. The student uses a variety of sentence structures and uses a variety of punctuation marks.</p>
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Sample writing tasks and student responses provide concrete examples of student writing at different levels. The IAR [writing rubrics](#) align with PLDs by specifying how different aspects of writing correspond to these proficiency levels. These [released item responses](#) contain notes that explain the rationale for student’s **Conventions** score. These samples come from a variety of writing prompts; therefore, the types of responses will vary, but the conventions remain the focus of this claim. The samples begin with the highest-scoring example and end with the lowest-scoring example.

3 Points P. 6	2 Points P. 8	1 Point P. 14	0 Points P. 16
<p>A2</p> <p style="text-align: right;">Score Point 3</p>	<p>A3</p> <p style="text-align: right;">Score Point 2</p>	<p>A6</p> <p style="text-align: right;">Score Point 1</p>	<p>A7</p> <p style="text-align: right;">Score Point 0</p>
P.7	P. 9	P. 15	P. 17
<p>Annotations</p> <p>Anchor Paper 2 Score Point 3</p> <p>The response demonstrates full command of the conventions of standard English at an appropriate level of complexity. Knowledge of applying the beginning of sentences and proper names is evident. The writer also demonstrates knowledge of using quotation marks to indicate dialogue. The response includes the minor errors in mechanics such as spelling (forming, related, explained) and missing punctuation along with an oversight of the end-punctuation mark, but missing a comma.</p>	<p>Annotations</p> <p>Anchor Paper 3 Score Point 2</p> <p>The response demonstrates some command of the conventions of standard English at an appropriate level of complexity. Sentence structure is controlled with the exception of one 1-to-2 sentence. Knowledge of capitalizing the beginning of sentences is evident. However, the response contains a few capitalization errors (Spring, December, Girl). The response contains errors in spelling (Arctic, Friend, colony, changed) and year(s) but the context is appropriate.</p>	<p>Annotations</p> <p>Anchor Paper 6 Score Point 1</p> <p>The response demonstrates limited command of the conventions of standard English. Capitalization and punctuation are mostly accurate. However, errors in sentence construction in both sentences in the response often impede understanding (and/or the book <u>Count and</u> (and the illustration) helps the reader remember the order the book of it was passed from <u>parent to another</u>).</p>	<p>Annotations</p> <p>Anchor Paper 7 Score Point 0</p> <p>The response demonstrates no command of the conventions of standard English. No control over sentence formation is established. Other than the punctuation (and/or the knowledge of capitalization is demonstrated. Overall, it is a very poor response that does not demonstrate any degree of complexity.</p>