



Computer-Based Sample Test Scoring Guide Grade 3 ELA AzMERIT

Updated January 24, 2017

Prepared by the Arizona Department of Education and the American Institutes for Research®



About the Sample Test Scoring Guide

The AzMERIT Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AzMERIT Sample Test items.

Within this guide, each item is presented with the following information:

- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzMERIT Grade 3 ELA.

Grade 3 ELA–Writing Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Writing	Test Types and Purposes	W.3.1a	4

Passage(s):

- *Too Much Stuff!*
- *Clutter Brings Out Creative Side*
- *Dealing with Clutter*

Write an essay in which you give your opinion: Is clutter sometimes okay, or should you always try to be neat? Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Strikethrough (I_x), Bulleted List, Numbered List, Indent, Outdent, Cut, Copy, Paste, Undo, Redo, ABC, and Omega (Ω). Below the toolbar is a large empty text area for writing the response.

Grades 3–5 Opinion Essay Writing Guide

Purpose, Focus, and Organization	Evidence and Elaboration
<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none">• Strongly maintained opinion with little or no loosely related material• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none">• Relevant evidence integrated smoothly and thoroughly with references to sources• Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text• Clear and effective expression of ideas, using precise language• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose• Varied sentence structure, demonstrating language facility
Conventions	
<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none">• Some minor errors in usage, but no patterns of errors• Adequate use of punctuation, capitalization, sentence formation, and spelling	

Grade 3 ELA–Reading Sample Test

Item Number	Strand	Cluster	Content Standard	DOK
1	Reading for Informational Text	Craft and Structure	RI.3.4	2

Passage(s):

- *The Milky Way: Where we Live*
- *Seeing the Milky Way*
- *The Milky Way*

Read this sentence from Passage 1.

"Two galaxies that it has absorbed are the Canis Major Dwarf Galaxy and the Sagittarius Dwarf Galaxy." (paragraph 3)

What is the meaning of the word absorbed as it is used in this sentence?

- (A) been compared to
- (B) been bigger than
- (C) sat next to
- taken in

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
2	Reading for Informational Text	Key Ideas and Details	RI.3.2	2

What is the main idea of Passage 1?

- Ⓐ The Sun and Earth can be found in the Milky Way.
- Ⓑ The Milky Way gets its shape from billions of stars.
- Ⓒ The Milky Way is a big galaxy that is getting bigger.
- Ⓓ There are smaller galaxies all around the Milky Way.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
3	Reading for Informational Text	Key Ideas and Details	RI.3.3	1

Based on the information in Passage 2, what is the result of light pollution?

- A Light pollution makes it challenging to see the Milky Way.
- B Light pollution hides the Milky Way behind a thin layer of fog.
- C Light pollution makes it difficult for people's eyes to adjust to the night skies.
- D Light pollution only allows people to see the Milky Way during certain seasons.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
4	Reading for Informational Text	Craft and Structure	RI.3.6	2

In Passage 2, what is the author's point of view about viewing the Milky Way?

- Ⓐ The Milky Way has a long, interesting history.
- Ⓑ The Milky Way should be photographed more.
- Ⓒ The Milky Way is easy to find if you know how to look for it.
- Ⓓ The Milky Way has been ruined over the years by light pollution.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
5	Reading for Informational Text	Integration of Knowledge and Ideas	RI.3.9	3

Complete the chart to show whether each key detail is in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both
The Milky Way is shaped like a pinwheel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Milky Way is hard to see in busy places.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Milky Way contains many stars and constellations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(1 Point) Student checked correct option for each passage detail.

Item Number	Strand	Cluster	Content Standard	DOK
6	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.2	3

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

Part A

What is one main idea of the recording?

- Ⓐ The Milky Way Galaxy is always turning and moving.
- Ⓑ The ancient Greeks discovered the Milky Way Galaxy.
- Ⓒ The Milky Way Galaxy is the biggest galaxy in the solar system.
- Ⓓ People have looked at the Milky Way Galaxy throughout history.

Part B

Which detail from the recording supports the main idea in Part A?

- Ⓐ The Milky Way spins around the sun.
- Ⓑ The Milky Way is made of billions of stars.
- Ⓒ The Milky Way is best seen without a telescope.
- Ⓓ The Milky Way used to be called "road made of milk."

(1 Point) Student selected correct answer for each part.

Item Number	Strand	Cluster	Content Standard	DOK
7	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.3	1

Based on the information in the audio, why did the Romans call the Milky Way “the *Via Galactica*”?

- A The stars combined to make it look like a white streak in the sky.
- B It was the first thing to appear every night in the sky.
- C It looked like the main road that led out of the city.
- D It was made up of billions of the brightest stars.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
8	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.3	1

Why does the speaker in the recording say it would take 3,000 years to count all the stars in the Milky Way?

- Ⓐ The stars in the Milky Way are far away from Earth.
- Ⓑ There are a large number of stars in the Milky Way.
- Ⓒ The Milky Way can only be seen for part of the year.
- Ⓓ Only some of the stars in the Milky Way appear every night.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
9	Reading for Informational Text	Integration of Knowledge and Ideas	RI.3.9	3

The Milky Way, and the way people see it, is different now than it was in the past. Select a sentence from **each** passage that shows this change.

- "The Milky Way is shaped like a giant round pinwheel." (Passage 1, paragraph 2)
- "It has more than 100 billion stars!" (Passage 1, paragraph 2)
- "Over the years, it has become bigger by taking over other galaxies." (Passage 1, paragraph 3)
- "The phrase 'the Milky Way' also describes a beautiful band of stars, dust, and gas." (Passage 2, paragraph 4)
- "Basically, the lights from houses and buildings in cities, lights that allow us to see at night, make it difficult to see the natural light from the night sky." (Passage 2, paragraph 5)

(1 Point) Student checked both correct options.

Item Number	Strand	Cluster	Content Standard	DOK
10	Reading for Literature	Key Ideas and Details	RL.3.3	2

Passages(s):

- *The Case of the Alien Jewel Thief*
- *The Case of the Disappearing Diamond*

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

Part A

What does the first story show about Iggy and Sal?

- Ⓐ Iggy is a better reader than Sal is.
- Ⓑ Sal imagines things more than Iggy.
- Ⓒ Sal and Iggy have only been partners for a short time.
- Ⓓ Sal and Iggy try to be better than the other at solving cases.

Part B

Which statement from the story supports the response in Part A?

- Ⓐ "I settled into my recliner with *The Insect Informer* and scanned the headlines:"
- Ⓑ "Sal bounded into the room. 'Get this, Ig. Our new client?'"
- Ⓒ "'And she says an *alien* did it!'"
- Ⓓ "I smiled, excited that I was going to crack this case before my big-brained pal Sal."

(1 Point) Student selected correct answer for each part.

Item Number	Strand	Cluster	Content Standard	DOK
11	Reading for Literature	Key Ideas and Details	RL.3.3	2

Which **two** facts about Charles in the first story show why Sal first believed he was the thief?

- Charles and the thief both had red eyes.
- Charles did not seem to like Mrs. Ladybug.
- Charles and the thief could both run very fast.
- Charles would know where Mrs. Ladybug kept her jewels.
- Charles had the night off and did not say where he had been.

(1 Point) Student checked both correct options.

Item Number	Strand	Cluster	Content Standard	DOK
12	Reading for Literature	Craft and Structure	RL.3.5	2

In Passage 1, Iggy reads a newspaper at the beginning of the story. Why is this important later in the story?

Type your answer in the space provided.

(1 point)

Key: Student response included one or more of the following:

- Iggy learns about cicadas.
- Iggy learns that cicadas are loud.
- Iggy learns that cicadas can break glass.
- It helps Iggy solve the case/figure out who stole it.
- It helps Iggy figure out that the cicada did it/took the jewel.

Item Number	Strand	Cluster	Content Standard	DOK
13	Language	Vocabulary Acquisition and Use	L.3.5a	2

In paragraph 21, what does Iggy mean when he says that Sal “filled me in on the way to the crime scene”?

- Ⓐ Sal explained how he got the case.
- Ⓑ Sal told him the facts about the case.
- Ⓒ Sal was very excited about the diamond.
- Ⓓ Sal wanted Iggy’s help to find the crime scene.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
14	Reading for Literature	Integration of Knowledge and Ideas	RL.3.7	2

How do the drawings of the characters in **both** stories help the reader understand what happens?

- Ⓐ They both show who did the crimes.
- Ⓑ They both show the settings of the stories.
- Ⓒ They both explain why Iggy and Sal get along.
- Ⓓ They both give tips so the reader can solve the cases.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
15	Reading for Literature	Craft and Structure	RL.3.6	3

In Passage 1, Iggy and Sal are the same in some ways and different in other ways.

Look at the descriptions in the table. Click a box for each description to show whether it tells about Iggy, Sal, or both Iggy and Sal.

	Iggy	Sal	Both
is excited to solve the crime	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
is certain that the butler did it	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tells what each piece of the story means	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
thinks he is better at solving crimes than his partner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(1 Point) Student checked the correct option for each description.

Item Number	Strand	Cluster	Content Standard	DOK
16	Reading for Literature	Integration of Knowledge and Ideas	RL.3.9	3

What is the theme of **both** stories?

- Ⓐ Solving problems is much easier when you work as a team.
- Ⓑ People who appear helpful at first are often not to be trusted.
- Ⓒ Believe in the impossible because it could turn out to be true.
- Ⓓ Sometimes the answer is not as clear as it may appear at first.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
17	Reading for Literature	Integration of Knowledge and Ideas	RL.3.9	3

How are the plots of the two stories alike?

- A They both show how detectives get new cases.
- B They both show a crime being solved by using clues.
- C They both show lost items being returned to an owner.
- D They both show that some crimes are more serious than others.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
18	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.2	2

Passage(s):

- *Sea Mammals: Whales and Seals*
- *Learning About the Animal Kingdom* (listening passage)

Which main idea about mammals is given in both Passage 1 and the recording?

- Ⓐ Most mammals change color as they get older.
- Ⓑ Animals without fur or hair are called mammals.
- Ⓒ Mammals can live on land but most live in water.
- Ⓓ Animals who feed milk to their young are mammals.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
19	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.2	2

Which detail from Passage 1 supports a main idea in the recording?

- A Whales can turn their heads and swim backwards.
- B Whales and seals are mammals that live in the sea.
- C Whales and seals do not have fur or hair on their bodies.
- D Seals have bodies that are built for swimming through the water.

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
20	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.3	2

In the recording, why does the teacher give examples of other mammals that are like humans?

- to help the class understand the definition of a mammal
- to show the class that mammals can live in different places
- to explain to the class why mammals depend on each other
- to show the class how mammals communicate with one another

(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
21	Listening Comprehension (Informational)	Comprehension and Collaboration	SL.3.3	2

According to the recording, why is Jessica confused at first about whales being mammals?

- A She thinks they are like fish.
- B She thinks they do not drink milk.
- C She thinks they behave like humans.
- D She thinks they can only live in one place.

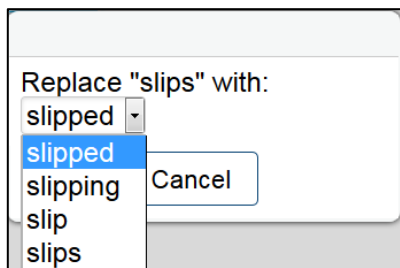
(1 Point)

Item Number	Strand	Cluster	Content Standard	DOK
22	Language	Conventions of Standard English	L.3.1d	1

Passage(s):

- *Louis Braille* (editing task)

Louis Braille was born in a small town in France in 1809. His father made leather straps for horses. When Louis was three years old he picked up a sharp tool. He had seen his father use this tool to make holes in the leather straps. Louis tried to do the same thing. The tool slips and hurt his eye. Soon, Louis became blind in both eyes.

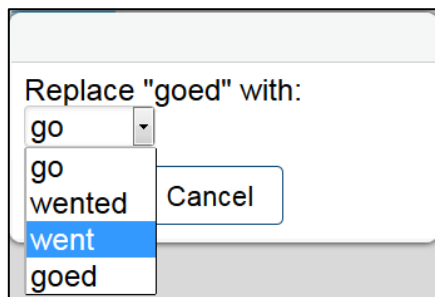


(1 point)

Key: Student selected “slipped” from the dropdown.

Item Number	Strand	Cluster	Content Standard	DOK
23	Language	Conventions of Standard English	L.3.1d	1

When Louis was 10, he **goed** to a school for blind children. He learned how to read using books that had letters that he could feel. But it was hard to tell the letters apart. Reading this way was very difficult.

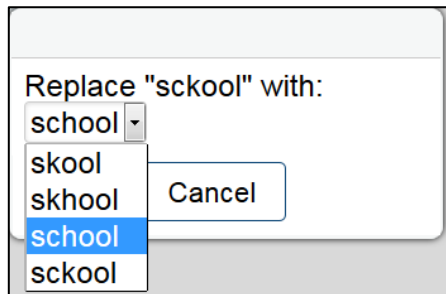


(1 point)

Key: Student selected “went” from the dropdown.

Item Number	Strand	Cluster	Content Standard	DOK
24	Language	Conventions of Standard English	L.3.2f	1

When Louis was 12, a soldier visited the **sckool**. He showed the students a code he had invented using 12 bumps. He made the code so that soldiers could read messages in the dark using just their fingers. But the code was too hard for the soldiers to use.

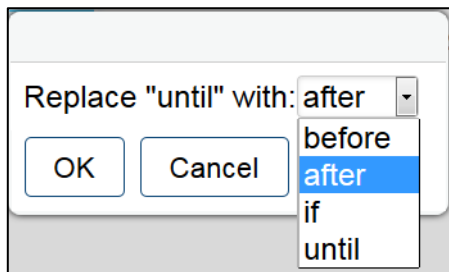
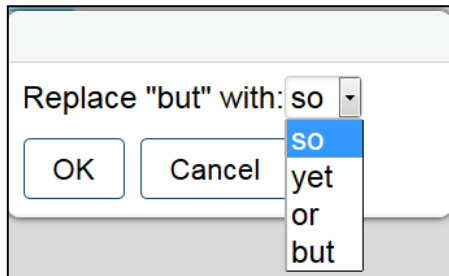


(1 point)

Key: Student selected "school" from the dropdown.

Item Number	Strand	Cluster	Content Standard	DOK
25	Language	Conventions of Standard English	L.3.1h	1

Louis was excited about this idea, **but** he worked for three years to make the code easier. Louis used six dots instead of 12. He placed the six dots in different patterns for each letter of the alphabet. The letters were easy to feel and read **until** these improvements were made. Today, braille is used to write books for blind readers all over the world.



(1 point for each correct answer)

Key: Student selected “so” and “after” from the dropdowns.