

# Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

## Practice Test Scoring Guide



English Language Arts

## Table of Contents

Questions 1 – 20: Content Summary and Answer Key .....	1
Complexity Levels .....	3
Question 1: Question .....	4
Question 1: Full Script .....	6
Question 2: Question .....	7
Question 2: Full Script .....	9
Stimulus for Questions 3 – 5.....	10
Question 3: Question .....	12
Question 3: Full Script .....	14
Question 4: Question .....	15
Question 4: Full Script .....	17
Question 5: Question .....	18
Question 5: Full Script .....	20
Question 6: Question .....	21
Question 6: Full Script .....	23
Question 7: Question .....	24
Question 7: Full Script .....	26
Question 8: Question .....	27
Question 8: Full Script .....	29
Stimulus for Questions 9 – 12.....	30
Question 9: Question .....	32
Question 9: Full Script .....	34
Question 10: Question .....	35
Question 10: Full Script .....	37
Question 11: Question .....	38
Question 11: Full Script .....	40

Question 12: Question .....	41
Question 12: Full Script .....	43
Stimulus for Questions 13 – 14.....	44
Question 13: Question .....	46
Question 13: Full Script .....	48
Question 14: Question .....	49
Question 14: Full Script .....	51
Stimulus for Question 15.....	52
Question 15: Question .....	54
Question 15: Full Script .....	56
Stimulus for Question 16.....	57
Question 16: Question .....	59
Question 16: Full Script .....	61
Stimulus for Question 17.....	62
Question 17: Question .....	64
Question 17: Full Script .....	66
Question 18: Question .....	67
Question 18: Full Script .....	69
Stimulus for Question 19.....	70
Question 19: Question .....	72
Question 19: Full Script .....	74
Question 20: Question .....	75
Question 20: Full Script .....	77

**AASCD Grade 3 English Language Arts  
Practice Test Scoring Guide  
Content Summary and Answer Key**

<b>Question No.</b>	<b>Extended Standard</b>	<b>Item Target Level</b>	<b>Access Limitations</b>	<b>Answer Key</b>	<b>Reporting Category</b>
1	Compose an informative or explanatory sentence. (W.3.2c)	Low	None	A	Writing and Language
2	Compose an informative or explanatory sentence. (W.3.2c)	Low-Moderate	None	B	Writing and Language
3	Identify one key point from the text. (RI.3.8c)	Low	None	B	Reading Informational Text
4	Match pictures or objects to words based on how they are used in the text. (RI.3.4c)	Low	None	A	Reading Informational Text
5	Identify one similarity OR one difference presented in two texts on the same topic. (RI.3.9b)	Low-Moderate	None	C	Reading Informational Text
6	Recognize when the meaning of a word or phrase in a text is not to be understood literally. (L.3.5b)	Moderate	None	B	Writing and Language
7	Compose an informative or explanatory sentence. (W.3.2c)	Low-Moderate	None	A	Writing and Language
8	Communicate ideas and information effectively by speaking or writing in simple sentences. (L.3.3a)	Moderate-High	None	C	Writing and Language
9	Identify the meaning of a word based on how it is used in a text. (RL.3.4b)	Moderate	None	B	Reading Literature
10	Identify the point of view in a story (e.g., first person as a character in the story, using "I" or "we" and third-person as a narrator, using "he" or "she"). (RL.3.6b)	Moderate	None	A	Reading Literature

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
11	Answer literal questions to show understanding of the text. (RL.3.1b)	Moderate	None	B	Reading Literature
12	Identify similarities or differences between characters or events in two stories. (RL.3.9b)	Moderate	None	C	Reading Literature
13	Describe a cause/effect relationship between two events or steps in a process in a text. (RI.3.3a)	High	None	C	Reading Informational Text
14	Answer literal questions including details from the text. (RI.3.1a)	Moderate-High	None	A	Reading Informational Text
15	Explain the theme of a story and retell by citing details that contribute to this theme. (RL.3.2a)	High	None	B	Reading Literature
16	Explain the theme of a story and retell by citing details that contribute to this theme. (RL.3.2a)	High	None	B	Reading Literature
17	Explain the theme of a story and retell by citing details that contribute to this theme. (RL.3.2a)	High	None	A	Reading Literature
18	Compose an informative or explanatory sentence. (W.3.2c)	Low	None	B	Writing and Language
19	Answer literal questions including details from the text. (RI.3.1a)	Moderate-High	None	B	Reading Informational Text
20	Describe a cause/effect relationship between two events or steps in a process in a text. (RI.3.3a)	High	None	A	Reading Informational Text

## **Complexity Levels**

The Ohio Learning Standards-Extended include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It’s important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 1**

## Question 1

Maria is writing a story about a day at school. Here are her first 3 sentences.

1. My school day starts when I get up in the morning.
2. This is what I do.
3. When I get ready for school, I put on my \_\_\_\_\_.

Which word should we use to finish sentence 3?

shirt



towel



**Answer Key:** A

**Extended Standard:** Compose an informative or explanatory sentence. (W.3.2c)

**Item Target Level:** Low

**Access Limitation:** None

### Notes on Scoring

The student determined that "shirt" completes the sentence, demonstrating some ability to compose an explanatory sentence.



## Question 1 Full Script

Maria is writing a story about a day at school. Here are her first 3 sentences.

1. My school day starts when I get up in the morning.
2. This is what I do.
3. When I get ready for school, I put on my \_\_\_\_\_.

Which word should we use to finish sentence 3?

- A. shirt
- B. towel

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 2**

## Question 2

Maria is writing a story about a day at school. Here is some of her story.

4. We do reading and math in the morning.
5. After that, we have art class.
6. On some days, my teacher gives us \_\_\_\_\_.

Which word completes sentence 6?

bird



homework



**Answer Key:** B

**Extended Standard:** Compose an informative or explanatory sentence. (W.3.2c)

**Item Target Level:** Low-Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined that "homework" completes the sentence, demonstrating some ability to compose an explanatory sentence.

## Question 2 Full Script

Maria is writing a story about a day at school. Here is some of her story.

4. We do reading and math in the morning.

5. After that, we have art class.

6. On some days, my teacher gives us \_\_\_\_\_.

Which word completes sentence 6?

A. birds

B. homework

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Questions 3 – 5**

## Stimulus for Questions 3 – 5

### Passage 1: Blue Whales

Blue whales are very large. Blue whales live and swim in the ocean. They eat large amounts of shrimp. Blue whales live in small groups of two or three. Blue whales are the heaviest animals on Earth.

### Passage 2: Elephants

Elephants are very large. Elephants live in Africa and Asia. They have large ears and long trunks. Elephants use their trunks to eat grass and fruit. They eat a lot of food every day because they are so large. Elephants are very smart, too. They are good at remembering things.

## Stimulus Full Script

### Passage 1: Blue Whales

Blue whales are very large. Blue whales live and swim in the ocean. They eat large amounts of shrimp. Blue whales live in small groups of two or three. Blue whales are the heaviest animals on Earth.

### Passage 2: Elephants

Elephants are very large. Elephants live in Africa and Asia. They have large ears and long trunks. Elephants use their trunks to eat grass and fruit. They eat a lot of food every day because they are so large. Elephants are very smart, too. They are good at remembering things.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 3**

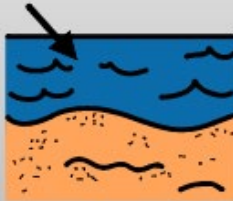
### Question 3

Where do blue whales live?

**jungle**



**ocean**



**desert**



**Answer Key:** B

**Extended Standard:** Identify one key point from the text. (RI.3.8c)

**Item Target Level:** Low

**Access Limitation:** None

#### **Notes on Scoring**

The student determined that the blue whales live in the ocean, demonstrating some ability to identify a key point from the text.



### **Question 3 Full Script**

Where do blue whales live?

- A. in the jungle
- B. in the ocean
- C. in the desert

# **Grade 3 English Language Arts AASCD Practice Test Scoring Guide**

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## **Question 4\***

### **\*Note Regarding the Early Stopping Rule for AASCD**

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the practice tests. The practice test site has a built-in early stopping rule, which will automatically stop the practice test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject.

## Question 4

What do elephants use their trunks for?

eat



run



swim



**Answer Key:** A

**Extended Standard:** Match pictures or objects to words based on how they are used in the text. (RI.3.4c)

**Item Target Level:** Low

**Access Limitation:** None

### Notes on Scoring

The student determined that elephants use their trunks to eat, demonstrating some ability to match pictures based on how they are used in the text.

## Question 4 Full Script

What do elephants use their trunks for?

- A. to eat
- B. to run
- C. to swim

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 5**

## Question 5

What do elephants and whales have in common?

Blue whales and elephants both eat fruit.



Blue whales and elephants both live in small groups.



Blue whales and elephants are both very large.



**Answer Key:** C

**Extended Standard:** Identify one similarity OR one difference presented in two texts on the same topic. (RI.3.9b)

**Item Target Level:** Low-Moderate

**Access Limitation:** None

### Notes on Scoring

The student explained that blue whales and elephants are both very large, demonstrating some ability to identify one similarity from two texts.

## Question 5 Full Script

What do elephants and whales have in common?

- A. Blue whales and elephants both eat fruit.
- B. Blue whales and elephants both live in small groups.
- C. Blue whales and elephants are both very large.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 6**



## Question 6

Here are two sentences.

Daniel worked hard on his science project. At school, Daniel got cold feet when it was his turn to talk in front of the class.

What does the phrase got cold feet mean in the second sentence?

Daniel needs new shoes.



Daniel is afraid to speak.



Daniel's feet feel uncomfortable.



**Answer Key:** B

**Extended Standard:** Recognize when the meaning of a word or phrase in a text is not to be understood literally. (L.3.5b)

**Item Target Level:** Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined that the phrase "got cold feet" means Daniel is afraid to speak, demonstrating some ability to recognize when a phrase is not to be determined literally.

## Question 6 Full Script

Here are two sentences.

Daniel worked hard on his science project. At school, Daniel got cold feet when it was his turn to talk in front of the class.

What does the phrase got cold feet mean in the second sentence?

- A. Daniel needs new shoes.
- B. Daniel is afraid to speak.
- C. Daniel's feet feel uncomfortable.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 7**

## Question 7

Maria is writing a story about a day at school. At the end of her story, Maria writes:

7. After I do my homework, I like to watch TV.

8. At the end of the day, it is time to \_\_\_\_\_.

Which phrase belongs in the blank?

go to bed



go to the mall



**Answer Key:** A

**Extended Standard:** Compose an informative or explanatory sentence.  
(W.3.2c)

**Item Target Level:** Low-Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined the phrase that completes the sentence, demonstrating some ability to compose an explanatory sentence.

## Question 7 Full Script

Maria is writing a story about a day at school. At the end of her story, Maria writes:

7. After I do my homework, I like to watch TV.
8. At the end of the day, it is time to \_\_\_\_\_.

Which phrase belongs in the blank?

- A. go to bed
- B. go to the mall

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 8**

## Question 8

Keisha is writing a story about a girl and her mother who take a trip to a museum. Here is that part of Keisha's story.

7. Mom and Rachel sit down near the front.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. They go into the museum and buy tickets.

Which two sentences should Keisha use for sentences 8 and 9?

The windows are clean. Rachel can see cars.



Rachel has been on a bus once before. She was much younger then.



Mom and Rachel enjoy the ride. They get off the bus at the museum.



**Answer Key:** C

**Extended Standard:** Communicate ideas and information effectively by speaking or writing in simple sentences. (L.3.3a)

**Item Target Level:** Moderate-High

**Access Limitation:** None

### Notes on Scoring

The student determined the two sentences, demonstrating some ability to compose explanatory sentences.

## Question 8 Full Script

Keisha is writing a story about a girl and her mother who take a trip to a museum. Here is that part of Keisha's story.

7. Mom and Rachel sit down near the front.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. They go into the museum and buy tickets.

Which two sentences should Keisha use for sentences 8 and 9?

- A. The windows are clean. Rachel can see cars.
- B. Rachel has been on a bus once before. She was much younger then.
- C. Mom and Rachel enjoy the ride. They get off the bus at the museum.



**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Questions 9 – 12**

## Stimulus for Questions 9 – 12

### Story 1: The Bus

- 1 Jack waits for the bus at the bus stop. When Jack gets on the bus, he sits down on the front seat. An older man gets on the bus at the next stop. The older man cannot find a seat. The older man looks upset. Jack gives his front seat to the older man. The older man says, "Thank you, young man." Jack feels proud.

### Story 2: Laundry

- 1 Mama needs help. She is trying to fold the laundry. My little sister, Pamela, is making a mess. Pamela is throwing the clothes on the floor.
- 2 "Maria, will you help me?" Mama asks. I put down my book and walk into her room. "Maria, will you play with your sister so I can fold the laundry?" asks Mama.
- 3 I can see she really needs help. "Of course, Mama," I say. I find a toy truck. Pamela and I begin to play. Mama finishes folding the laundry.

## Stimulus Full Script

### Story 1: The Bus

Jack waits for the bus at the bus stop. When Jack gets on the bus, he sits down on the front seat. An older man gets on the bus at the next stop. The older man cannot find a seat. The older man looks upset. Jack gives his front seat to the older man. The older man says, "Thank you, young man." Jack feels proud.

### Story 2: Laundry

Mama needs help. She is trying to fold the laundry. My little sister, Pamela, is making a mess. Pamela is throwing the clothes on the floor. "Maria, will you help me?" Mama asks. I put down my book and walk into her room. "Maria, will you play with your sister so I can fold the laundry?" asks Mama. I can see she really needs help. "Of course, Mama," I say. I find a toy truck. Pamela and I begin to play. Mama finishes folding the laundry.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 9**

## Question 9

Read the sentences from Story 1.

“The older man cannot find a seat. The older man looks upset.”

What does the word upset mean?

busy

unhappy

tired



**Answer Key:** B

**Extended Standard:** Identify the meaning of a word based on how it is used in a text. (RL.3.4b)

**Item Target Level:** Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined that the word “upset” means “unhappy” in Story 1, demonstrating some ability to identify the meaning of a word based on how it is used in a text.

## Question 9 Full Script

Read the sentences from Story 1.

“The older man cannot find a seat. The older man looks upset.”

What does the word upset mean?

- A. busy
- B. unhappy
- C. fired




**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 10**

## Question 10

Who is telling Story 1?

a narrator	Jack	the older man
		

**Answer Key:** A

**Extended Standard:** Identify the point of view in a story (e.g., first person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”). (RL.3.6b)

**Item Target Level:** Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined that a narrator is telling Story 1, demonstrating some ability to identify the point of view in a story.

## Question 10 Full Script

Who is telling Story 1?

- A. a narrator
- B. Jack
- C. the older man



**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 11**

## Question 11

Why does Mama need help?

Mama wants to read a book.



Pamela is making a mess.



Maria does not know how to fold laundry.



**Answer Key:** B

**Extended Standard:** Answer literal questions to show understanding of the text. (RL.3.1b)

**Item Target Level:** Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined that Mama needs help because Pamela is making a mess, demonstrating some ability to answer literal questions to show understanding of the text.

## Question 11 Full Script

Why does Mama need help?

- A. Mama wants to read a book.
- B. Pamela is making a mess.
- C. Maria does not know how to fold laundry.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 12**

## Question 12

How are Jack and Maria the same in the stories?

They both have work to do.



They both ride the bus.



They both do something nice for another person.



**Answer Key:** C

**Extended Standard:** Identify similarities or differences between characters or events in two stories. (RL.3.9b)

**Item Target Level:** Moderate

**Access Limitation:** None

### Notes on Scoring

The student determined that Jack and Maria both do something nice for another person, demonstrating some ability to identify similarities between characters in two stories.

## Question 12 Full Script

How are Jack and Maria the same in the stories?

- A. They both have work to do.
- B. They both ride the bus.
- C. They both do something nice for another person.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Questions 13 – 14**

## Stimulus for Questions 13 – 14

### Gardening

The students at Parkside Elementary School are planting flowers in front of the school. Here are the directions they are following.

1. Choose a pot of flowers.
2. Dig a hole big enough for the flowers to fit.
3. Take the flowers out of the pot.
4. Place the flowers in the hole with the roots down.
5. Cover the roots with dirt.

After the students follow the directions, they watch their flowers grow.

## Stimulus Full Script

### Gardening

The students at Parkside Elementary School are planting flowers in front of the school. Here are the directions they are following. 1. Choose a pot of flowers. 2. Dig a hole big enough for the flowers to fit. 3. Take the flowers out of the pot. 4. Place the flowers in the hole with the roots down. 5. Cover the roots with dirt. After the students follow the directions, they watch their flowers grow.



**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 13**

## Question 13

What is the effect of following the directions for how to plant a flower?

The flowers get covered in dirt.



The flowers fill the pots.



The flowers grow in the ground.



**Answer Key:** C

**Extended Standard:** Describe a cause/effect relationship between two events or steps in a process in a text. (RI.3.3a)

**Item Target Level:** High

**Access Limitation:** None

### Notes on Scoring

The student determined the effect of following the directions for how to plant a flower, demonstrating some ability to describe a cause/effect relationship between two steps in a process in a text.

## Question 13 Full Script

What is the effect of following the directions for how to plant a flower?

- A. The flowers get covered in dirt.
- B. The flowers fill the pots.
- C. The flowers grow in the ground.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 14**

## Question 14

Why do the students dig a big hole?

to make room for the  
flowers to fit



to help choose a pot



to take the flowers out of  
the pot



**Answer Key:** A

**Extended Standard:** Answer literal questions including details from the text. (RI.3.1a)

**Item Target Level:** Moderate-High

**Access Limitation:** None

### Notes on Scoring

The student determined that the students dig a big hole to make room for the flowers to fit, demonstrating some ability to answer literal questions including details from the text.

## Question 14 Full Script

Why do the students dig a big hole?

- A. to make room for the flowers to fit
- B. to help choose a pot
- C. to take the flowers out of the pot

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Question 15**

## Stimulus for Question 15

### Darrian Learns a Lesson

Darrian broke his brother Joe's toy car. Darrian was afraid Joe would be mad, so Darrian hid the toy.

Later, Joe found the toy car. He asked if Darrian knew how the car broke. Darrian explained that it broke accidentally while he was playing with it. Joe said, "Darrian, I wish you had told me about the broken car when it happened. Hiding the broken car is not a good solution to the problem."

Darrian said, "I'm sorry, Joe. I learned a lesson. Next time, I will tell the truth right away."

### Stimulus Full Script

Darrian Learns a Lesson

Darrian broke his brother Joe's toy car. Darrian was afraid Joe would be mad, so Darrian hid the toy.

Later, Joe found the toy car. He asked if Darrian knew how the car broke. Darrian explained that it broke accidentally while he was playing with it. Joe said, "Darrian, I wish you had told me about the broken car when it happened. Hiding the broken car is not a good solution to the problem."

Darrian said, "I'm sorry, Joe. I learned a lesson. Next time, I will tell the truth right away."



**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 15**

## Question 15

What is the main theme of this story?

Hiding mistakes is easy.

It is important to tell the truth.

Playing with toys is fun.



**Answer Key:** B

**Extended Standard:** Explain the theme of a story and retell by citing details that contribute to this theme. (RL.3.2a)

**Item Target Level:** High

**Access Limitation:** None

### Notes on Scoring

The student determined that the main theme in the story is that it is important to tell the truth, demonstrating some ability to explain the theme of the story.

## Question 15 Full Script

What is the main theme in this story?

- A. Hiding mistakes is easy.
- B. It is important to tell the truth.
- C. Playing with toys is fun.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Question 16**

## Stimulus for Question 16

### Dover the Dog

Anna has a dog named Dover. Anna is nice to her dog. She pets him every day. Dover is happy when he sees Anna. He runs to the door when Anna comes home from school. He lies on Anna's feet and keeps them warm. Dover makes Anna happy.

## Stimulus Full Script

Dover the Dog

Anna has a dog named Dover. Anna is nice to her dog. She pets him every day. Dover is happy when he sees Anna. He runs to the door when Anna comes home from school. He lies on Anna's feet and keeps them warm. Dover makes Anna happy.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 16**

## Question 16

Which detail shows the theme?

Anna has a dog named  
Dover.

Anna and Dover are  
nice to each other.

Dover is happy when  
he eats food.



**Answer Key:** B

**Extended Standard:** Explain the theme of a story and retell by citing details that contribute to this theme. (RL.3.2a)

**Item Target Level:** High

**Access Limitation:** None

### Notes on Scoring

The student determined that "Anna and Dover are nice to each other" is a detail that shows the theme, demonstrating some ability to identify the details that contribute to the theme of a story.

## Question 16 Full Script

Which detail shows the theme?

- A. Anna has a dog named Dover.
- B. Anna and Dover are nice to each other.
- C. Dover is happy when he eats food.



**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Question 17**

## Stimulus for Question 17

### Marley's Adventure

Marley likes to go on adventures with her dad. Marley and her dad found a new path at the park.

Marley's dad said, "Marley, put on sunblock, so you do not get a sunburn."

Marley took the sunblock and put some on her face. Marley enjoyed walking with her dad on a sunny day.

## Stimulus Full Script

### Marley's Adventure

Marley likes to go on adventures with her dad. Marley and her dad found a new path at the park.

Marley's dad said, "Marley, put on sunblock, so you do not get a sunburn."

Marley took the sunblock and put some on her face. Marley enjoyed walking with her dad on a sunny day.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 17**

## Question 17

Which sentence from the story explains the theme?

Marley enjoyed walking with her dad on a sunny day.



Marley and her dad found a new path at the park.



Marley took the sunblock and put some on her face.



**Answer Key:** A

**Extended Standard:** Explain the theme of a story and retell by citing details that contribute to this theme. (RL.3.2a)

**Item Target Level:** High

**Access Limitation:** None

### Notes on Scoring

The student determined the sentence from the story that explains the theme, demonstrating some ability to explain the theme of a story.

## Question 17 Full Script

Which sentence from the story explains the theme?

- A. Marley enjoyed walking with her dad on a sunny day.
- B. Marley and her dad found a new path at the park.
- C. Marley took the sunblock and put some on her face.

**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Question 18**

## Question 18

Which sentence will convince someone that keeping a bedroom clean is easy?

It takes a lot of work to keep a bedroom clean.



Once the room is clean, keeping it clean is not hard.



You must always put things where they belong.



**Answer Key:** B

**Extended Standard:** Compose an informative or explanatory sentence. (W.3.2c)

**Item Target Level:** Low

**Access Limitation:** None

### Notes on Scoring

The student determined the sentence that will convince someone that keeping a bedroom clean is easy, demonstrating some ability to compose an informative sentence.

## Question 18 Full Script

Which sentence will convince someone that keeping a bedroom clean is easy?

- A. It takes a lot of work to keep a bedroom clean.
- B. Once the room is clean, keeping it clean is not hard.
- C. You must always put things where they belong.



**Grade 3 English Language Arts  
AASCD Practice Test Scoring Guide**

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**Stimulus for Question 19**

## Stimulus for Question 19

### Roller Blades



Roller blades are boots with wheels on them. They are used for skating on smooth floors or ground. Roller blades are fun to use, but skaters must be careful to use them safely. The steps below tell people how to use brakes to stop the wheels on roller blades.

1. Find the brake at the end of the roller blade's wheels.
2. Push one foot down on the brake.
3. Get ready to stop after the brake touches the ground.

## Stimulus Full Script

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**Question 19**

## Question 19

What does the author want you to know about brakes?

that brakes are fun to use



the steps to use brakes safely



that brakes have wheels on them



**Answer Key:** B

**Extended Standard:** Answer literal questions including details from the text. (RI.3.1a)

**Item Target Level:** Moderate-High

**Access Limitation:** None

### Notes on Scoring

The student determined that the author wants the reader to know the steps to use brakes safely, demonstrating some ability to answer literal questions including details from the text.

## Question 19 Full Script

What does the author want you to know about brakes?

- A. that brakes are fun to use
- B. the steps to use brakes safely
- C. that brakes have wheels on them

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**Question 20**

## Question 20

What happens when people follow the steps while using roller blades?

They are able to stop safely.



They are able to skate perfectly.



They are able to glide smoothly.



**Answer Key:** A

**Extended Standard:** Describe a cause/effect relationship between two events or steps in a process in a text. (RI.3.3a)

**Item Target Level:** High

**Access Limitation:** None

### Notes on Scoring

The student determined that people are able to stop safely by following the steps for using roller blades, demonstrating some ability to describe a cause/effect relationship between two events in a text.

## Question 20 Full Script

What happens when people follow the steps while using roller blades?

- A. They are able to stop safely.
- B. They are able to skate perfectly.
- C. They are able to glide smoothly.