

**NEBRASKA STATE
ACCOUNTABILITY**



**ENGLISH LANGUAGE ARTS
ITEM AND SCORING SAMPLER
GRADE 3**

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GENERAL INTRODUCTION

The Nebraska Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include Table of Specifications documents, administration manuals, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Nebraska educators in the preparation of local instructional programs and the statewide NeSA-ELA.

SAMPLER CONTENTS

This sampler contains reading passages with test questions (items) that have been written to align to the assessment indicators that are based on the Nebraska College- and Career-Ready English Language Arts Standards. The passages represent some of the genres approved by NDE to appear on an operational Nebraska College- and Career-Ready NeSA-ELA. The test questions provide a simulation of the types of items that will appear on an operational Nebraska College- and Career-Ready NeSA-ELA. Each sample test question has been through a rigorous review process to ensure alignment with the assessment indicators.

PURPOSE AND USES

The purpose of the sampler is to expose teachers and administrators to new item types and to show how these items align to the revised Nebraska College- and Career-Ready English Language Arts Standards. Many of the items provided in the sampler will be accessible to students in the form of ELA Practice Tests, Guided Practice Tests, and Online Tools Training resources.

ITEM FORMAT AND SCORING GUIDELINES

The Nebraska College- and Career-Ready NeSA-ELA has four types of test questions. For grade 3, the types of test questions are Multiple-Choice (MC), Evidence-Based Selected Response (EBSR), Auto-Scored Constructed Response (ASCR), and Text Dependent Analysis (TDA).

Multiple Choice (MC):

All MC items have four answer choices, including three distractors and one correct answer. Distractors represent common misconceptions, incorrect logic, common misinterpretations, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one point.

Evidence-Based Selected Response (EBSR):

EBSR items have two parts and are designed to elicit an evidence-based response based on what a student has read from either an Informational Text or Literature stimulus passage. Each EBSR item is linked to a passage or passage set. Part A of an EBSR item is similar to a typical MC test question. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of an EBSR item elicits evidence from the stimulus passage and requires that the student select one or two answers based on the response the student provided in Part A. Part B is also different from Part A in that it may have more than four answer options, which is typical of an MC item. Each EBSR (Part A and Part B combined) is worth two points.

Auto-Scored Constructed Response (ASCR):

ASCR item types provide a new forum in which to address higher-level thinking skills without the use of hand-scored test questions. Using the expansive features and functions of online testing, developers will incorporate technical enhancements to the test question, the response area, and/or the stimulus. Item types may include drag-and-drop, hot-spot, and in-line selection of multiple answers from drop-down menus. Students will be able to manipulate information within dynamic tasks such as dragging and pasting elements, highlighting text, and selecting multiple answers from a variety of presentation methods. Each ASCR test question is worth one or two points.

Text Dependent Analysis (TDA):

Similar to an EBSR item, the TDA Writing Prompt is designed to elicit an evidence-based response from a student who has read either an Informational Text or Literature passage during the test event. The TDA is an on-demand, text-based writing piece that requires students to provide evidence from the text to support analysis, reflection, or ideas and opinions. Students must draw on basic writing skills while inferring and synthesizing information from the passage (making use of and referencing content from the passage to support the analysis) in order to develop a comprehensive response. Students will be given a TDA Writer's Checklist to assist in composing their response. The TDA will be scored using a holistic scoring rubric designed to provide a measurement of writing, conventions, and reading. The TDA is in alignment across grades 3–8 and 11 with the NeSA-ELA Standards indicated on the rubric. Each TDA Writing Prompt test question is scored using a rubric and will be reported to reading and writing.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were also developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is also provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

ITEM AND SCORING SAMPLER FORMAT

Sample questions are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each test question is an item information table.

Example Response Item Information Table

Item Information		
Alignment	Assigned Indicator	Assigned indicator definition
Answer Key	Correct Answer	Option Annotations Brief answer option analysis or rationale
Depth of Knowledge	Assigned DOK	
Focus	Skill/Task	

All Text Dependent Analysis items in this sampler are supported by an item information table, the TDA Scoring Rubric, and annotated sample student responses at each score point.

The NeSA-ELA is administered primarily online. Although there is a paper-pencil format, the examples in this sampler include samples of students' responses in online format.

ADDITIONAL INFORMATION

For more information related to the Nebraska plan and schedule for making the transition to NeSA-English Language Arts, see <http://www.education.ne.gov/Assessment> and select the link on the left titled "ELA Transition."

PASSAGE 1**Luke's Paper Crane**

Luke sat down and opened his reading book. A folded paper crane fell out. Luke picked it up and held it in his hand. His *ojiichan* (grandfather) had made it for him when he came to visit from Japan. Ojiichan had taken the paper wrapped around a pair of wooden chopsticks that he used to eat meals and folded it into a crane. He was always making things out of pieces of paper. Luke missed his grandfather.

He held up his grandfather's gift. The crane had been flattened between the pages of his book, so Luke gently pulled to straighten its neck. As he folded down its wings, his friend Brian noticed.

"Luke, what's that?" Brian asked.

"It's something my grandfather made me," he said, showing it to Brian. Now all the kids in the class wanted to see it too.

"Luke, what do you have that's more interesting than reading?" his teacher, Mr. Cruz, asked.

"Sorry," Luke said, putting his paper crane away. When Mr. Cruz returned to his desk, Luke took another peek at his paper crane.

"Luke," Mr. Cruz said, "may I please have that? You may have it back after school."

8 Luke could hardly wait for the school day to end. When it was finally over, he sped like a racecar up to Mr. Cruz's desk. "Mr. Cruz, may I have my paper crane back?"

"Of course, Luke," Mr. Cruz said, smiling. He opened his drawer and took out the paper crane. "I just hope next time you will pay more attention in class."

"Yes, Mr. Cruz," Luke said. Then he gently flattened the paper crane and carefully tucked it between the pages of his book.

"Did you make that crane, Luke?" his teacher asked. "It's very nice."

"No, my grandfather made it for me," Luke said proudly. "It reminds me of him, so I like to keep it with me."

"Ah, yes, Luke," Mr. Cruz said. "I understand. I also have one of those specially folded birds made by my grandfather. He could make all kinds of paper animals."

"Did your grandfather grow up in Japan, like mine, Mr. Cruz?" Luke asked.

“Oh, no,” he said, laughing. “My grandfather grew up in Spain. A long time ago, the Spanish learned how to fold paper animals from the Japanese. In Spanish, we call a paper crane a *pajarita*. My grandfather folded paper animals his whole life. I always think of him when I make one myself.”

“He sounds just like my grandfather,” Luke said.

The next day, Luke opened his book in class. His paper crane was missing! He looked under the table and in his desk.

Luke was so upset. He couldn’t wait until he could look for it after class. When all the kids had gone out to recess, Luke stayed behind.

“Luke, aren’t you going to go outside?” Mr. Cruz asked.

“I’ve lost my grandfather’s paper crane,” he said, trying not to show he was upset.

“Oh, Luke,” Mr. Cruz said, feeling bad, “let me help you look for it.” Mr. Cruz and Luke looked all over the classroom but couldn’t find it.

“Would it help to make one yourself?” Mr. Cruz asked Luke.

“No,” he said, shaking his head. “I never learned how to make one from my grandfather.”

“Would you like to learn, Luke?” Mr. Cruz asked. “I can teach you.”

“Could you?” Luke asked excitedly. “I would really like to send one to my grandfather.”

“Of course, Luke.” Mr. Cruz reached into his desk. He took out several pairs of wooden chopsticks wrapped in paper.

Luke’s eyes grew wide. He was so happy. “Thank you, Mr. Cruz!” he said, smiling at his teacher.

MULTIPLE-CHOICE ITEMS

1. In paragraph 8, how does the author use a literary device?
 - A. The author uses a simile to show how quickly Luke moved.
 - B. The author uses personification to compare Luke’s speed to a racecar.
 - C. The author uses an idiom to explain why Luke wanted the school day to end.
 - D. The author uses onomatopoeia to describe the sound Luke’s feet make as he moves.

Item Information		
Alignment	3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
Answer Key	A	Option Annotations The student is asked to determine how the author uses a specific literary device in a specific paragraph of the story. Option A is the correct answer since the author says “he sped like a racecar,” which is a simile indicating high speed. Options B and D are not correct since the author does not use personification or onomatopoeia in describing Luke’s movement. Option C is incorrect since paragraph 8 does not indicate Luke wanted the school day to end.
Depth of Knowledge	2	
Focus	Literary Device	

2. Which detail from the story BEST shows that Mr. Cruz is an understanding person?
- A. He wants all students in the class to finish their work.
 - B. He helps a student who has lost a special paper crane.
 - C. He knows how people in different countries learned to fold paper.
 - D. He can create a paper crane using the paper that is wrapped around chopsticks.

Item Information		
Alignment	3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
Answer Key	B	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to select a detail from the story that shows that the teacher is “understanding.” Option B is the correct answer since his offer to help Luke make a new paper crane indicates he understands that the lost crane was special to Luke. Options A, C, and D are accurate facts from the story, but they do not support the idea that Mr. Cruz is “understanding.”</p>
Depth of Knowledge	2	
Focus	Character Traits	

3. Which comparison between cultures is made in the story?
- A. languages
 - B. school
 - C. friends
 - D. artwork

Item Information		
Alignment	3.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
Answer Key	D	Option Annotations The student is asked to identify the kind of cultural comparison made in the story. Option D is the correct answer since the making of folded-paper art in both Spain and Japan are compared in the story. Options A, B, and C are not topics compared between cultures in the story.
Depth of Knowledge	2	
Focus	Multicultural Perspective	

4. What is the author’s purpose for writing “Luke’s Paper Crane”?
- A. to persuade the reader to visit a different country
 - B. to explain to the reader how to fold a paper crane
 - C. to entertain the reader by telling about a child’s paper crane
 - D. to inform the reader about a grandfather’s life in a different country

Item Information		
Alignment	3.1.6.a	Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
Answer Key	C	Option Annotations The student is asked to select the author’s purpose for writing the story. Option C is the correct answer since the story about a paper crane was written to entertain. Option A is incorrect since the story makes no attempt at persuasion, and Options B and D are incorrect since the story was not written to provide information.
Depth of Knowledge	3	
Focus	Author’s Purpose	

5. What is the BEST summary of the story?

- A. Luke shows his friend a paper crane that his grandfather made him. Luke’s teacher takes the paper crane because Luke is supposed to be reading. The paper crane gets lost and Luke is upset.
- B. Luke has a special paper crane that his grandfather made for him. He takes the paper crane to school and loses it. His teacher helps him look for it at recess. When they cannot find the paper crane, Luke’s teacher offers to teach him how to make a new one.
- C. Luke takes a paper crane to school. His grandfather made it for him. His teacher takes the paper crane. All of the kids in Luke’s class want to see the paper crane and it gets lost. Luke is upset that he lost the paper crane. It reminds him of his grandfather who lives in Japan.
- D. Luke misses his grandfather who lives in Japan. Luke carries a paper crane with him to remind him of his grandfather. Luke would like to learn how to fold a paper crane so he can send one to his grandfather. Luke’s teacher knows how to make a paper crane and offers to teach Luke how to make one.

Item Information		
Alignment	3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
Answer Key	B	Option Annotations The student is asked to select the best summary of the story. Option B is the correct answer since it contains the highlights of the story, including the problem and the resolution. Options A and C fail to include the resolution of the story. Option D does not include the problem caused by Luke’s loss of his grandfather’s paper crane gift.
Depth of Knowledge	3	
Focus	Summary	

EVIDENCE-BASED SELECTED RESPONSE ITEM

6. This question has two parts. Answer part A, and then answer part B.

Part A

What is the meaning of the word **crane** as it is used in the story?

- A. tool
- B. bird
- C. paper
- D. present

Part B

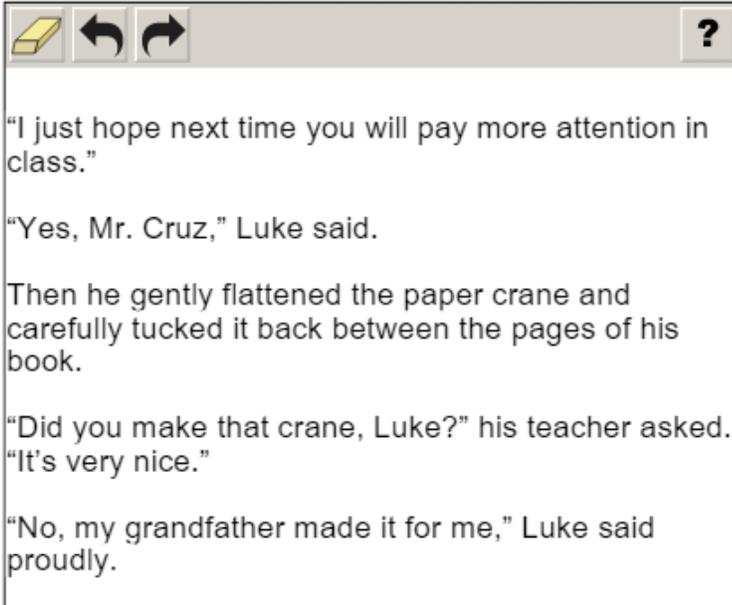
Which sentence from the story supports the answer in part A?

- A. He was always making things out of pieces of paper.
- B. As he folded down its wings, his friend Brian noticed.
- C. “It’s something my grandfather made me.”
- D. “Luke, what do you have that is more interesting than reading?”

Item Information		
Alignment	3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.
Answer Key	Part A: B Part B: B	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine the meaning of the word “crane” and then to select the sentence that provides context to support that meaning.</p> <p>Part A: Option B is the correct answer since the crane in the story refers to a type of bird. Options A, C, and D are not definitions for the word “crane.”</p> <p>Part B: Option B is the correct answer since it indicates the paper crane has “wings.” Options A, C, and D provide no context for understanding the meaning of “crane.”</p> <p>This item is worth 2 points. To receive full credit, the student must select the correct answer for both part A and part B. To receive 1 point, the student must select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
Depth of Knowledge	2	
Focus	Context Clues	

AUTO-SCORED CONSTRUCTED RESPONSE ITEM

7. Choose **two** sentences from the story that BEST show the paper crane is important to Luke. Choose **two**.



"I just hope next time you will pay more attention in class."

"Yes, Mr. Cruz," Luke said.

Then he gently flattened the paper crane and carefully tucked it back between the pages of his book.

"Did you make that crane, Luke?" his teacher asked.
"It's very nice."

"No, my grandfather made it for me," Luke said proudly.

Answer Key – Correct Responses

Choose **two** sentences from the story that **BEST** show the paper crane is important to Luke. Choose **two**.






“I just hope next time you will pay more attention in class.”

“Yes, Mr. Cruz,” Luke said.

Then he gently flattened the paper crane and carefully tucked it back between the pages of his book.

“Did you make that crane, Luke?” his teacher asked.
“It’s very nice.”

“No, my grandfather made it for me,” Luke said proudly.

Item Information		
Alignment	3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
Answer Key	See Correct Student Response	<p>Option Annotations</p> <p>The student is asked to select two sentences from the story that support a specific main idea. The third and fifth sentences are correct since Luke “carefully tucked it back” and he “said proudly” that his “grandfather made it” for him, indicating that the paper crane is important to him. The other sentences do not support the central idea stated in the question.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify both sentences that support the main idea. To receive 1 point, the student must correctly identify one sentence that supports the main idea.</p>
Depth of Knowledge	2	
Focus	Inference	

TEXT DEPENDENT ANALYSIS ITEM



8. A theme of “Luke’s Paper Crane” is the importance of family. Explain how key details in the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.

XXX/6000

Item Information		
Alignment	Reading: 3.1.6.d Writing: See Rubric	Summarize a literary text and/or media, using key details to identify the theme.
Answer Key	See Rubric	Option Annotations
Depth of Knowledge	3	

TEXT DEPENDENT ANALYSIS RUBRIC

DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1 Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	2 Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	3 Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	4 Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
Analysis of Text 1.6* 1.6.i	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s) Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses some part(s) of the task to demonstrate partial understanding of text(s) Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate sufficient understanding of the text(s) Analyzes text(s) by addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate thorough understanding of the text(s) Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas 	<ul style="list-style-type: none"> Partially integrates evidence from the text(s) by using some details, examples, and/or quotes Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas 	<ul style="list-style-type: none"> Integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas 	<ul style="list-style-type: none"> Skilfully integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience Limited or no use of paraphrases or quotes that attribute information to the text(s) Limited or no use of precise word choice and/or content-specific vocabulary from the text(s) Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning 	<ul style="list-style-type: none"> Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience Weak use of paraphrases or quotes that attribute information to the text(s) Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) Partially demonstrates conventions of standard English; errors may interfere with meaning 	<ul style="list-style-type: none"> Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Clear use of paraphrases or quotes that attribute information to the text(s) Uses precise word choice and content-specific vocabulary from the text(s) Demonstrates conventions of standard English; if present, errors seldom interfere with meaning 	<ul style="list-style-type: none"> Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions Skilfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Strong use of paraphrases or quotes that attribute information to the text(s) Skilfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning

* Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

EXAMPLE STUDENT RESPONSES**AN EXAMPLE OF A LEVEL 4 ON TEXT DEPENDENT ANALYSIS RUBRIC**

8. A theme of “Luke’s Paper Crane” is the importance of family. Explain how key details in the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.

Luke’s Grandfather is important to him even though he lives far away in Japan. When Luke holds the paper crane it reminds him of his grandfather. His grandfather made it and gave it to Luke. Luke keeps the crane in his reading book but then he fixes it during class. The teacher ends up taking the crane away until after school.

As soon as school was over Luke was anxious to get the crane back. Luke and the teacher talked about their grandfathers. It made Luke smile when he learned that Mr. Cruz’s grandfather could fold paper animals too. Also it made Mr. Cruz think of his grandfather when he made paper animals.

At the end of the story the paper crane is lost and that makes Luke very sad. He is sad because he won’t have it to remind him of his grandfather. But Mr. Cruz says he will show him how to make a new one and. Luke is excited because he can send it to his grandfather and then his grandfather will have something from Luke and his grandfather will know that Luke has learned a new skill.

So because of all these details Luke’s Grandfather is an important part of his family even though he lives far away in Japan. I can also tell Mr. Cruz’s Grandfather is an important of his family even though he lives in Spain.

1230/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response purposefully addresses all parts of the task of explaining how key details in the story support the theme of the importance of family and demonstrates thorough understanding of the text. The writer provides thorough, relevant analysis and text support to show how important family is to Luke and Mr. Cruz. The response is well focused on the theme of the importance of family and is purposefully organized. The writer skillfully uses precise word choice and content-specific vocabulary from the text.

AN EXAMPLE OF A LEVEL 3 ON TEXT DEPENDENT ANALYSIS RUBRIC

8. A theme of “Luke’s Paper Crane” is the importance of family. Explain how key details in the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.

Family is important in this story. Luke’s grandfather is important to him. Luke’s teacher Mr. Cruz has a grandfather that is important to him also.

The story begins with Luke opening his reading book and a folded paper crane falls out. The paper crane was made by his grandfather when he came to visit Luke from Japan. Luke misses his grandfather. I know this because he says “It reminds me of him, so I like to keep it with me.”

Mr. Cruz also has a grandfather that is important to him. Mr. Cruz thinks Luke’s grandfather “sounds just like my grandfather”. Mr. Cruz says he always thinks of his grandfather when he makes folded paper animals.

Luke and Mr. Cruz both share how important their grandfathers are to them. In the end they both are happy because they have grandfathers they love.

789/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of explaining how key details in the story support the theme and provides specific, relevant analysis and text support to show how important both Luke’s and Mr. Cruz’s grandfathers are to them. The response is focused on the theme of the importance of family and is appropriately organized. Some precise word choice and content-specific vocabulary from the text are evident.

AN EXAMPLE OF A LEVEL 2 ON TEXT DEPENDENT ANALYSIS RUBRIC

8. A theme of “Luke’s Paper Crane” is the importance of family. Explain how key details in the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.

Key details in the story support the theme of the importance of family. One detail is the grandfather who lives in Japan. The grandfather made a paper crane for Luke. Luke shows it to his friend Brian and the kids in the class. When his teacher takes it away from him Luke can hardly wait for the end of school so he can ask for it back from his teacher. This shows how much Luke loves his grandfathers gift. Luke said it reminds him of his grandfather so we know his grandfather is important to him. At the end of the story Luke is happy when he learns how to make another paper crane from his teacher.

603/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response partially addresses the task of explaining how key details in the story support the theme, and provides partial analysis and text support to show that Luke’s grandfather is important to him. The writer generates a partially focused response and occasionally uses precise word choice and vocabulary from the text.

AN EXAMPLE OF A LEVEL 1 ON TEXT DEPENDENT ANALYSIS RUBRIC



8. A theme of “Luke’s Paper Crane” is the importance of family. Explain how key details in the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.

Luke liked his paper crane that his grandpa made for him. He kept playing with it during class. He thought of his grandpa when he played with it. He missed his grandpa. his friends wanted his paper crane. his teacher took it away from him but luke wants it back.

263/6000

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response does not explain how key details in the story support the theme of the importance of family. Little or no evidence from the passage has been provided to support the writer’s ideas. The writer has simply provided a very brief summary of the passage. This response demonstrates limited understanding of the text.

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PASSAGE 2

The next two passages are paired. Read the first passage and then read the second passage.

Safe Slumber

Sleep is one of the most important things people do. It allows our bodies to heal themselves. Sleep also allows our bodies to rest. Without sleep, even simple jobs can be difficult. Other animals need sleep too!

A big problem for animals that live in the wild is staying safe while they sleep. Animals take care of this problem in different ways. Many animals hide themselves. Others have special ways of protecting themselves while they sleep.

A Safe Sleeping Bag

Parrotfish live among coral reefs in oceans. Finding a safe place to sleep at night can be tricky because many predators are active at night, like moray eels. Every night, parrotfish usually sleep close to the rock in sheltered places like cracks. Some parrotfish go one step further to protect themselves by making a slime layer that covers their whole bodies. This covering acts like a sleeping bag and can provide a barrier that helps keep the parrotfish safe.

Set the Alarm

- 4 Anolis lizards live in many areas including tropical rain forests. They often sleep on leaves at the end of long branches. A leaf might seem like a strange bed, but it works like an alarm to keep the lizard safe. If a hungry snake wiggles a branch, the lizard wakes up and leaps to safety.

Building a Bed

Chimpanzees take their sleep very seriously. They want a comfortable bed that will allow them to have a good night's sleep. Scientists believe that chimpanzees carefully choose a tree that is strong. In this tree they build a nest. The nest is built using branches and leaves. Each day a chimpanzee builds itself a new, comfortable bed to sleep in.

Sleeping on the Job

Bottle-nosed dolphins have a special problem. They need to sleep, but they have to be on the ocean's surface to breathe. They also need to watch over their young so that nothing will harm them. What do they do? While half of the dolphin's brain sleeps, the other half stays awake. This allows a dolphin to rest while slowly swimming along, breathing at the surface and watching over its young. After a couple of hours, the sleeping half of the dolphin's brain wakes up while the other half **snoozes**.

The most amazing sleep belongs to a seabird called the sooty tern. Sooty terns nest on islands. When they are not nesting, they live for many years in the sky and on the surface of the sea. When and where can they sleep? Scientists believe that the sooty terns are able to sleep while they are flying. This allows them to rest while staying out of the reach of predators.

Scientists still have a lot to learn about sleep. One thing is sure, though: most animals need sleep to stay healthy. Remember that the next time you want to stay up late.

Now read the second passage.

Where Do Animals Sleep?

Many people sleep snugly in their beds. But where do the animals that live in the wild sleep? Many wild animals sleep in the same area that they spend their days. Their habitats, or places where the animals live, are where animals are most safe.

Animals That Sleep in Trees

Sleeping in a tree can help to keep an animal safe. High up in the treetop, many animals are able to keep a distance from their enemies. It is not surprising that many birds choose to sleep in trees. Some hide in holes. Others find a branch to rest on.

Other animals sleep in trees too. Many chimpanzees build nests out of branches and vines in the trees. Each night a chimpanzee will build itself a new nest. Some kinds of squirrels also sleep in trees. Their nests are often made of leaves.

Animals That Sleep Upside Down

Some animals sleep upside down. Sloths hold on by their toes or claws and hang upside down from tree branches. Hanging upside down helps the sloth hide from predators.

Bats sleep hanging upside down too. They sleep inside caves, trees, or even barns or attics. By hanging upside down, bats are ready to take flight if they are in danger.

Insects That Sleep on Flowers or Plants

Some animals use their colors to blend in. This way, they cannot be seen while they sleep. Some butterflies sleep on flowers. Some bees sleep inside flowers or under leaves. These two insects blend in with flowers very well.

Animals That Sleep in the Water

Some birds that live in or near water will sleep standing in the water. It is believed that sleeping on their feet allows these birds to take off quickly if they are in any danger. When birds sleep with only their feet in the water, it may help them to look like sticks in the water. This tricks predators into thinking they are sticks and not something the predators would like to eat.

Fishes sleep in many different ways. Some rest on the lake or sea bottom, and some bury themselves in the sand or mud. This way of sleeping also works as a disguise. It can help fishes to hide from their enemies. Fishes sleep with their eyes open because they have no eyelids.

Fishes and mammals, insects and birds—each creature on the planet has its own special place to sleep. Sweet dreams!

How Much Sleep Do Animals Need Each Day?

 giraffe	 bottle-nosed dolphin	 chimpanzee	 sloth	 squirrel	 brown bat
about 2 hours	about 10 hours	about 10 hours	about 14 hours	about 15 hours	about 20 hours

MULTIPLE-CHOICE ITEMS

9. How is the information organized in paragraph 4 of “Safe Slumber”?
- A. Description is used to show what a special type of lizard looks like.
 - B. Sequence is used to explain one lizard’s process for going to sleep.
 - C. Cause and effect is used to explain what can happen when a lizard sleeps on a leaf.
 - D. Compare and contrast is used to show how a lizard’s sleep is different than other animals.

Item Information		
Alignment	3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
Answer Key	C	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to identify the pattern of organization used in a specific paragraph of the passage. Option C is the correct answer since the paragraph explains the effect (the movement of the snake awakens the lizard) of a lizard sleeping on a leaf to protect itself from predators. Options A, B, and D are incorrect because these patterns are not used in the paragraph.</p>
Depth of Knowledge	2	
Focus	Organizational Pattern	

10. Based on the suffix **-able**, what is the meaning of **comfortable**?

- A. produces comfort
- B. has the most comfort
- C. without comfort
- D. one who can comfort

Item Information		
Alignment	3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
Answer Key	A	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to use the meaning of an affix to determine the meaning of a word used in the passage. Option A is correct since something which is “comfortable” “produces comfort.” Options B, C, and D provide incorrect meanings for “comfortable.”</p>
Depth of Knowledge	1	
Focus	Suffix	

11. Which word is a synonym for **snoozes** as used in “Safe Slumber”?

- A. swims
- B. slows
- C. stays
- D. sleeps

Item Information		
Alignment	3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
Answer Key	D	Option Annotations The student is asked to identify a synonym for the word “snoozes” in the passage. Option D is the correct answer since “sleeps” is a synonym for “snoozes.” Options A, B, and C are not synonyms for the given word.
Depth of Knowledge	1	
Focus	Synonym	

12. Based on the chart in “Where Do Animals Sleep,” which animals need the same amount of sleep each day?
- A. bottle-nosed dolphin and chimpanzee
 - B. bottle-nosed dolphin and squirrel
 - C. sloth and chimpanzee
 - D. sloth and squirrel

Item Information		
Alignment	3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
Answer Key	A	Option Annotations The student is asked to use the chart to determine which two animals need the same amount of sleep each day. Option A is correct since the information in the chart indicates that both dolphins and chimpanzees need about 10 hours of sleep each day. Options B, C, and D are incorrect since the pairs of animals shown in each option need differing amounts of sleep, according to the chart.
Depth of Knowledge	2	
Focus	Text Features	

- 13.** What makes BOTH passages nonfiction?
- A. Both passages teach important lessons.
 - B. Both passages are written using paragraphs.
 - C. Both passages include facts about animal sleep.
 - D. Both passages tell a story about sleeping animals.

Item Information		
Alignment	3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Answer Key	C	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to choose the characteristic that makes both passages nonfiction. Option C is correct since both passages “include facts about animal sleep.” Option A is incorrect since neither passage teaches a lesson. Option B is incorrect since the use of paragraphs is not a defining characteristic of nonfiction. Option D is incorrect since story-telling is a characteristic of fiction rather than nonfiction.</p>
Depth of Knowledge	3	
Focus	Informational Text	

EVIDENCE-BASED SELECTED RESPONSE ITEM

14. This question has two parts. Answer part A, and then answer part B.

Part A

What is the main idea of “Where Do Animals Sleep”?

- A. Animals sleep just like people.
- B. Animals sleep where they can stay safe.
- C. Animals that sleep in trees build nests.
- D. Animals can trick predators by blending in.

Part B

Select **two** details that support the main idea.

- A. Many people sleep snugly in their beds.
- B. High up in the treetop, many animals are able to keep a distance from their enemies.
- C. Each night a chimpanzee will build itself a new nest.
- D. Hanging upside down helps the sloth hide from predators.
- E. Fishes sleep with their eyes open because they have no eyelids.

Item Information		
Alignment	3.1.6.e	Determine main ideas and supporting details from informational text and/or media.
Answer Key	Part A: B Part B: B & D	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine the main idea of one of the passages and then to select two details that support the main idea.</p> <p>Part A: Option B is the correct answer since each section of the passage describes ways animal stay safe while sleeping. Option A is incorrect since none of the animals described sleep in beds like people. Option C is incorrect since only one section of the passage is about animals that sleep in trees. Option D is incorrect since only one section of the passage describes animals “blending in” while they sleep.</p> <p>Part B: Options B and D are the correct answers since each is a detail explaining how the animal’s sleeping style keeps it safe from predators. Option A is incorrect since the passage does not include information about people. Options C and E are accurate details from the passage, but they do not support the idea that animals sleep in ways that keep them safe.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify the answer to part A and both answers to part B. To receive 1 point, the student must at least select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
Depth of Knowledge	3	
Focus	Main Idea	

AUTO-SCORED CONSTRUCTED RESPONSE ITEM

15. Complete the chart to show which detail matches each passage.

 ?	
Some insects have special ways of blending in.	“Safe Slumber” <input type="text"/>
Sooty terns are able to sleep while flying.	“Where Do Animals Sleep” <input type="text"/>
Chimpanzees build nests in trees.	<input type="text"/>
	Both <input type="text"/>

Answer Key – Correct Responses

Complete the chart to show which detail matches each passage.

	
	<p>“Safe Slumber”</p> <p>Sooty terns are able to sleep while flying.</p>
	<p>“Where Do Animals Sleep”</p> <p>Some insects have special ways of blending in.</p>
	<p>Both</p> <p>Chimpanzees build nests in trees.</p>

Item Information		
Alignment	3.1.6.e	Determine main ideas and supporting details from informational text and/or media.
Answer Key	See Correct Student Response	<p>Option Annotations</p> <p>The student is asked to match each detail with the passage in which it can be found or indicate if it is found in both passages. “Sooty terns” should be matched with “Safe Slumber” since that is where the detail can be found. “Insects blending in” should be matched with “Where Do Animals Sleep” since that is where the detail can be found. “Chimpanzees build nests in trees” is a detail found in both passages, so it should be matched with “Both.”</p> <p>This item is worth 2 points. To receive full credit, the student must correctly complete each section of the chart. To receive 1 point, the student must correctly complete at least one section of the chart.</p>
Depth of Knowledge	2	
Focus	Details	

TEXT DEPENDENT ANALYSIS ITEM



16. Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

XXX/6000

Item Information		
Alignment	Reading: 3.1.6.i Writing: See Rubric	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
Answer Key	See Rubric	Option Annotations Refer to the sample student responses.
Depth of Knowledge	3	

TEXT DEPENDENT ANALYSIS RUBRIC

DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1 Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	2 Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	3 Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	4 Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
Analysis of Text 1.6* 1.6.i	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s) Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses some part(s) of the task to demonstrate partial understanding of text(s) Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate sufficient understanding of the text(s) Analyzes text(s) by addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate thorough understanding of the text(s) Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas 	<ul style="list-style-type: none"> Partially integrates evidence from the text(s) by using some details, examples, and/or quotes Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas 	<ul style="list-style-type: none"> Integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas 	<ul style="list-style-type: none"> Skilfully integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience Limited or no use of paraphrases or quotes that attribute information to the text(s) Limited or no use of precise word choice and/or content-specific vocabulary from the text(s) Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning 	<ul style="list-style-type: none"> Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience Weak use of paraphrases or quotes that attribute information to the text(s) Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) Partially demonstrates conventions of standard English; errors may interfere with meaning 	<ul style="list-style-type: none"> Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Clear use of paraphrases or quotes that attribute information to the text(s) Uses precise word choice and content-specific vocabulary from the text(s) Demonstrates conventions of standard English; if present, errors seldom interfere with meaning 	<ul style="list-style-type: none"> Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions Skilfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Strong use of paraphrases or quotes that attribute information to the text(s) Skilfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning

* Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

EXAMPLE STUDENT RESPONSES**AN EXAMPLE OF A LEVEL 4 ON TEXT DEPENDENT ANALYSIS RUBRIC**

16. Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Animals can spend a lot of time sleeping. They can spend more time sleeping than you or me. A brown bat sleeps about 20 hours each day. A sloth sleeps about 14 hours a day. That’s a lot of sleep! How do they stay safe all those hours of sleeping? There are many ways different animals find to keep safe when they sleep.

One way some animals sleep safely is making a sleeping bag or making there own beds. Parrotfish hide from predators by sleeping close to rocks in the cracks. They make a slime layer to cover there bodies just like a sleeping bag. Chimpanzees build a bed to sleep in. Scientist believe they chose a tree that is strong to build a nest in the tree.

Another way animals sleep safely is by sleeping where they spend there days. A bat sleeps hanging upside down. They sleep in caves, trees or even barns or attics. When they hang upside down they can fly away when there is danger. The sloth sleep upside down to. They hold on to tree branches by there toes or claws. They do this to hide from predators.

Also, these animals may spend more time sleeping than you or me but they find ways to keep safe when they sleep. Different animals find ways to do this. Some make sleeping bags or build there beds to get ready for quick flight and others hide in trees from predators.

1284/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response addresses all parts of the task, thoroughly explaining why animals sleep in different ways. It also provides purposeful, relevant analysis of text and integrates the support for the idea that animals need to stay safe while sleeping long hours. The response is well focused on the theme of animal safety and demonstrates an appropriate organizational pattern. Some precise word choice and content-specific vocabulary from the text is evident.

AN EXAMPLE OF A LEVEL 3 ON TEXT DEPENDENT ANALYSIS RUBRIC

16. Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Animals sleep in different ways because they live in different places but no matter where they live they have to be safe. Animals need sleep like people.. Sleep helps our bodies rest.

Some ways animals sleep are on braches, in nest s in trees, upside down, in water and on flowers.

Anolis lizards sleep on leaves on ends of branches. If a leave shakes, the lizard will wake up and be safe form the snake or predator. Chimpanzees love to sleep. They build nests in trees. They build new nests everyday. They stay safe being up so high.

Some fishes bury themselves in mud to hide from their enemies they even sleep with there eyes open! So there are many ways to stay safe while being asleep.

Each animal has to find a way to keep themself save while they sleep Animals do not sleep the same way because some bottle nosed dophins even sleep with half a brain.

Even though all animals sleep they all sleep in thier own way.

920/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of explaining why animals sleep in different ways and provides specific, relevant analysis and text support for the idea that animals need a safe place to sleep. The response is focused on the central idea of the need for safety while sleeping. While the response does not demonstrate an appropriate organizational pattern and lacks appropriate transitions, there is some evidence of an introduction, a thesis statement, and a conclusion. Although errors are present, the conventions of standard English have been adequately demonstrated and sentences are generally correct.

AN EXAMPLE OF A LEVEL 2 ON TEXT DEPENDENT ANALYSIS RUBRIC



16. Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Animals sleep in many diferent ways. lots a animals sleep in a tree for safety. Also some incecs sleep on flowers and use their colors to blend in and hide to stay safe.

What is really cool that a bootel nose dalfin sleeps with one eye open and half its brain on so it can be safe.

This is how animals in the wild is staying safe while they sleep.

346/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response partially addresses the task of explaining why animals sleep in different ways and provides partial analysis and text support for the central idea of the need for safety. The response remains somewhat focused on the idea of safety, and an attempt at an organizational pattern is evident with a weak beginning and ending. Some relevant textual evidence supports the claim that animals sleep in different ways to be safe.

AN EXAMPLE OF A LEVEL 1 ON TEXT DEPENDENT ANALYSIS RUBRIC



- 16.** Both “Safe Slumber” and “Where Do Animals Sleep” tell about ways that different animals sleep. Explain why animals sleep in different ways. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

All animals sleep. Some sleep in trees. Like birds. Some sleep in water. Like fish. Some sleep on the job. Chimpanzes build beds up in the trees to sleep. Sleep is good and healthy and safe.

190/6000

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response minimally addresses the task, provides little or no evidence from the passage for support, and demonstrates limited understanding of the text. Little or no evidence of an organizational pattern is evident. The brief response ineffectively demonstrates conventions of standard English.

INDEPENDENT WRITING ITEMS

17. This question has two parts. Answer part A, and then answer part B.

Read the paragraph.

I like many kinds of pets, but I think dogs are the best. Dogs can learn to obey when their owners say, “Sit,” or “Come.” Dogs wag their tails or bark when they are excited. They are easy to feed because they seem to like almost everything. Dogs need to go for walks, and walks are good exercise for dog owners.

Part A

Which sentence BEST concludes the paragraph?

- A. Cats are good pets too.
- B. All in all, dogs are the best pets.
- C. Some dogs shed lots of fur in the spring.
- D. In the end, every pet is someone’s favorite.

Part B

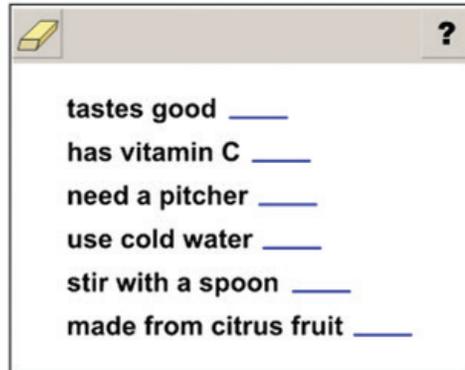
Why is your choice in part A the BEST choice?

- A. It is a fact.
- B. It restates the opinion.
- C. It states another opinion.
- D. It gives a fact that supports the opinion.

Item Information		
Alignment	3.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
Answer Key	Part A: B Part B: B	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine the sentence that best concludes the paragraph and then to identify why this is the best concluding sentence.</p> <p>Part A: Option B is the correct answer since it restates the author’s opinion that dogs are the best animals. Options A and D are incorrect because they are not specifically about dogs. Option C is incorrect because it is a general fact about dogs that does not support the author’s opinion.</p> <p>Part B: Option B is correct because the answer to part A restates the main idea that dogs are the best animals. Option A is incorrect because the answer to part A is not a fact. Option C is incorrect because the answer to part A is not a new opinion. Option D is incorrect because the answer to part A is not an additional fact.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify the answers to part A and part B. To receive 1 point, the student must at least select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
Depth of Knowledge	2	
Focus	Conclusion	

18. Jen is taking notes for a paragraph about how to make orange juice.

Select the **three** notes that BEST support the topic. Select **three**.



tastes good ____

has vitamin C ____

need a pitcher ____

use cold water ____

stir with a spoon ____

made from citrus fruit ____

Answer Key – Correct Responses

Jen is taking notes for a paragraph about how to make orange juice.

Select the **three** notes that BEST support the topic. Select **three**.


?

- tastes good
- has vitamin C
- need a pitcher
- use cold water
- stir with a spoon
- made from citrus fruit

Item Information		
Alignment	3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
Answer Key	Option 3, Option 4, Option 5	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine which three notes support the topic of how to make orange juice. Options 3, 4, and 5 are the correct responses because they are all steps in the process. Options 1, 2, and 6 are incorrect because they are opinions about or features of orange juice.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify the three notes that support the topic. To receive 1 point, the student must correctly identify at least one note that supports the topic.</p>
Depth of Knowledge	2	
Focus	Gather Relevant Information	

19. A student is writing a research report about trees. Read the sentences from the student’s report and the directions that follow.

Trees are important, and we should plant more of them. Trees give people and animals food. Apples, peaches, nuts, and other foods grow on trees. Trees can give shade in hot weather. They help an area stay cool, so less electricity is used. Not only are trees useful, but they are beautiful. If you are able to help plant a tree, you should do it.

The student took additional notes about trees. Choose **two** notes that support the student’s opinion. Choose **two**.

- A. Trees take many years to grow tall.
- B. Trees provide a place for animals to live.
- C. The trunk of a tree is protected by its bark.
- D. Trees put oxygen in the air for us to breathe.
- E. Many kinds of trees grow in parks around our country.
- F. You should give a tree plenty of water after planting it.

Item Information		
Alignment	3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.
Answer Key	B, D	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine which additional information supports the author’s opinion that trees are important. Options B and D are the correct answers since both sentences support the author’s opinion by describing benefits of trees. Options A, C, and E are incorrect because while they are aspects of trees, they do not provide information that would support the reader’s opinion. Option F is incorrect because while it is an opinion statement, it does not support the opinion the student has already established.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify both sentences that support the student’s opinion. To receive 1 point, the student must correctly identify one of the sentences that support the student’s opinion.</p>
Depth of Knowledge	2	
Focus	Supporting Evidence	

**NeSA-ENGLISH LANGUAGE ARTS
ITEM AND SCORING SAMPLER
GRADE 3**

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