

DRAFT

Grade 3
English Language Arts
Item Specifications



The contents of the draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in [CPALMs](#). The *Specifications* define the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards and provides stakeholders with information about the scope and function of the FSA.

Item Specifications Definitions

- **Also assesses** refers to the standard(s) closely related to the primary standard statement.
- **Assessment limits** define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard(s).
- **Sample response mechanisms** describe the characteristics of various methods for responding to test items.
- **Task demand** describes various types of items that could be written for the standard(s) assessed.
- **Text types** define the genre of texts to be used with the standard(s) assessed.

Florida Standards Assessments Technology-Enhanced Item Descriptions

The Florida Standards Assessments are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are eight types of TEIs that may appear on FSA English Language Arts assessments. For Grade 3 assessments, which will be paper-based tests in 2015-2017, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items aligned to the same standard/reporting category that can be scanned and scored electronically.

The various TEI item types are described below, including the percentage of each computer-based test that will be composed of TEIs.

For samples of each of the item types described below, see the [FSA Practice Tests](#).

Percent of Computer-Based Test That Is Composed of Technology-Enhanced Items	
Grades 4–10 ELA*	25%–50%

*Grade 3 ELA tests, once computer based, will also be composed of 25%–50% TEIs.

Technology-Enhanced Item Types for English Language Arts

- 1. Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
- 2. Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a textbox. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
- 3. Hot Text** -
 - a. Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A.

In other cases, the two parts might function independently. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

- b. **Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag the option to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be modified or replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
4. **Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For accommodated paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically. (Please note that while the Grade 3 FSA ELA will not be administered online until 2017-18, it is possible to include the Open-Response item type for this paper-based assessment.)
5. **Multiselect** - The student is directed to select a specific number of correct answers from among the options provided. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
6. **Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.
7. **Graphic Response Item Display (GRID)** - The student may select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.
8. **Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. Any of the item types described above may be used to assess the multimedia content. For paper-based assessments, multimedia content may be modified or replaced by paper-based items or stimuli that assess the same reporting category. Beginning in 2015-16, listening items (audio clips) may be included in the paper-based, accommodated version of the ELA Reading assessments in Grades 4-10. (For Grade 3, listening items will be included when the assessment is administered online.)

Reading Stimuli Guidelines

Overall Description

A stimulus may consist of one or more texts. The texts may be informational or literary and may cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

Stimulus Attributes

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams may be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student’s understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor’s legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

Grade	Range of Number of Words
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350

English Language Arts Florida Standards Grade: K12*

Strand LAFS.K12: Reading

Cluster 1 LAFS.K12.R.1: Key Ideas and Details

LAFS.K12.R.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Cluster 2 LAFS.K12.R.2: Craft and Structure

LAFS.K12.R.2.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6

Assess how point of view or purpose shapes the content and style of a text.

Cluster 3 LAFS.K12.R.3: Integration of Knowledge and Ideas

LAFS.K12.R.3.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Cluster 4 LAFS.K12.R.4: Range of Reading and Level of Text Complexity

LAFS.K12.R.4.10

Read and comprehend complex literary and informational texts independently and proficiently.

Strand LAFS.K12.SL: Standards for Speaking and Listening

Cluster 1 LAFS.K12.SL.1: Comprehension and Collaboration

LAFS.K12.SL.1.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Cluster 2 LAFS.K12.SL.2: Presentation of Knowledge and Ideas

LAFS.K12.SL.2.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand LAFS.K12.W: Writing

Cluster 1 LAFS.K12.W.1: Text Types and Purposes

LAFS.K12.W.1.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Cluster 2 LAFS.K12.W.2: Production and Distribution of Writing

LAFS.K12.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Cluster 3 LAFS.K12.W.3: Research to Build and Present Knowledge

LAFS.K12.W.3.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cluster 4 LAFS.K12.W.4.10: Range of Writing

LAFS.K12.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

Cluster 1 LAFS.K12.L.1: Conventions of Standard English

LAFS.K12.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cluster 2 LAFS.K12.L.2: Knowledge of Language

LAFS.K12.L.2.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cluster 3 LAFS.K12.L.3: Vocabulary Acquisition and Use

LAFS.K12.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

***NOTE: For specific grade-level standards assessed within the English Language Arts Florida Standards Assessments (FSA), refer to the ELA Test Design Summary and Blueprint and the Test Item Specifications.**

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Assessment Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Answer questions to demonstrate understanding of the passage by using explicit textual evidence as support.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words, phrases, or sentences from the text to answer a question. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details from the text that provide support for the answer to a question.

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Assessment Limits	Items may ask the student to appropriately sequence events. Items may ask the student to determine the central message, lesson, or moral of a passage and how key details support the central message, lesson, or moral.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Recount stories, fables, folktales, and myths.	<p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to drag and drop key details or events into the correct order to recount the text. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to place key details or events into the correct order to recount the text. Key details or events are placed in a graphic organizer. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to choose a sequence of events that correctly reflects the passage.
Determine a central idea, lesson, or moral and explain how it is conveyed through key details in a text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the central idea, lesson, or moral and then identify textual evidence that supports it. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the central idea, lesson, or moral and then to select words or phrases from the text to support that choice.

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to describe a character and how the character’s actions affect the events in the text. The items may require the student to draw inferences from the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Describe a character’s traits, motivations, or feelings in a text, and explain how the character’s actions affect the sequence of events.	<p>Open Response</p> <ul style="list-style-type: none"> Requires the student to provide details from the text to describe a character and how the character’s actions affect the sequence of events. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the correct descriptions about a character’s traits, motivations, or feelings and then to select how the character’s actions affect the sequence of events. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the correct description about the character’s traits, motivations, or feelings and then to select how these characteristics affect the sequence of events.

Grade 3 Reading Standards for Literature

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.RL.2.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>LAFS.3.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Also assesses: LAFS.3.RF.3.3 and LAFS.4.4</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. The student may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask the student to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>
<p>Text Types</p>	<p>The items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>
<p>Response Mechanisms</p>	<p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p>

Grade 3 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
<p>Use context as a clue to the meaning of a word or phrase.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase used in the text. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase and to select words or phrases from the text that support the correct meaning. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select words, phrases, or direct quotations that show the meaning of words used in the text.
<p>Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word used in the text that has an affix. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the meaning of a word in the text that has an affix.
<p>Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word from the text by using a known root word as a clue. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the meaning of a word from the text by using a known root word as a clue.
<p>Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct meaning of literal and nonliteral words and phrases based on the text. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select the correct meaning of literal or nonliteral words or phrases and then to select words or phrases from the text to support the meaning.

Grade 3 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	Selectable Hot Text <ul style="list-style-type: none">Requires the student to select the correct word from a list of words that are related and then to select words or phrases from the text that support the answer. Multiple Choice <ul style="list-style-type: none">Requires the student to select the correct word from a list of words that are related.
Choose words or phrases for effect.	Selectable Hot Text <ul style="list-style-type: none">Requires the student to select the correct word or phrase from a list of words for a desired effect and then to select words or phrases from the text that support the answer. Multiple Choice <ul style="list-style-type: none">Requires the student to select the correct word from a list of words for a desired effect.

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.2.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Assessment Limits	Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support the explanations.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine how each successive part of text builds on earlier sections. Students must refer to the parts of stories, dramas, and poems when answering items aligned to this standard.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select text that demonstrates how events build on each other. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select how parts of a text interact with each other. • Requires the student to identify a specific part of the text and analyze its impact on the text as a whole. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to describe in words how parts of text interact with each other. <p>GRID</p> <ul style="list-style-type: none"> • Requires student to model in a graphic organizer how parts of a text build on earlier sections.

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.2.6: Distinguish their own point of view from that of the narrator or those of the characters.
Assessment Limits	Items may ask the student to evaluate the point of view of the narrator or the characters in a text. Items should not ask the student to identify the narrator in a text in isolation. Instead, items should ask the student to provide support for the identification of the narrator. Items should not ask the student to identify first and third person point of view.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Identify and evaluate the narrator or character’s point of view in the text.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to identify and evaluate the narrator or a character’s point of view of a text. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to identify evidence from the text that illustrates the narrator’s or a character’s point of view. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to identify the narrator of the passage and then to select evidence from the text to support the answer.

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Assessment Limits	RL.3.7: Items may require the student to explain how an illustration relates to the text. Items may ask the student to consider how illustrations affect the meaning of the text. SL.1.2: Items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. SL.1.3: Items may require the student to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	The items assessing these standards may be used with two or more grade-appropriate literary texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct explanation of what an illustration contributes to the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select all applicable words or phrases that describe what an illustration contributes to the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain what elements an illustration adds to a text (e.g., mood, character, setting). Requires the student to explain how an illustration contributes to the words of the text.

Grade 3 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Determine the main idea of a multimedia or audio presentation and provide supporting details from the presentation.	Open Response <ul style="list-style-type: none"> • Requires the student to explain the main idea and supporting details of a multimedia or audio presentation. EBSR <ul style="list-style-type: none"> • Requires the student to determine the main idea of a multimedia or audio presentation and then to select supporting details.
Answer questions about information presented by the speaker using appropriate textual evidence.	EBSR <ul style="list-style-type: none"> • Requires the student to select an inference about the speaker’s presentation from the choices and then to select words or phrases from the speaker to support the inference. Open Response <ul style="list-style-type: none"> • Requires the student to answer a question about a speaker’s presentation and to provide textual evidence for the answer.

Grade 3 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.3.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Assessment Limits	Items may ask the student to compare and/or contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author.
Text Types	The items assessing this standard may be used with two or more grade-appropriate literary texts by the same author about the same or similar characters. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast the themes, settings, and plots of texts written by the same author about the same or similar characters.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words and phrases from different texts that demonstrate how the author treats themes and patterns of events in the texts. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to compare or contrast the theme, setting, or plot of two texts written by the same author. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to identify similarities or differences in the author’s depiction of themes, settings, and plot in the texts.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Assessment Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student selecting specific textual evidence.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that can be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Answer questions to demonstrate understanding of the passages by using explicit textual evidence as support.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words, phrases, or sentences from the text to answer a question. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details from the text that provide support the answer to a question.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
Assessment Limits	Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and to explain how they support the main idea.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine the main idea of a text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state the main idea. Requires the student to select the main idea and then to identify textual evidence that supports it. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the main idea and then to select words or phrases from the text to support that choice. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the main idea. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to determine the main idea of the text.
Recount key details and explain how they support the main idea.	<p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select the details to be included in a recounting of the text and then to select an explanation for how the details support the main idea. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the details from excerpted text that should be included in a recounting of the text and then to select an explanation for how the details support the main idea.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Items may ask the student how these affect other events in the text. The items may require the student to identify language in the text used to convey time and/or sequence.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Describe the relationships between a series of events, ideas or concepts, or steps in a procedure using language that pertains to time.	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a correct relationship between events, concepts, or steps. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to describe the relationship between events, concepts, or steps in words and to support the description with details from the text. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select either words or phrases from the text that provide details to describe a relationship between events, concepts or steps. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select from the choices the correct descriptions about relationships between events, concepts, or steps and to select words or phrases from the text that provide support for these relationships.

Grade 3 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>LAFS.3.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Also assesses: LAFS.3.RF.3.3 and LAFS.3.RF.4.4</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. The student may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask the student to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>
<p>Text Types</p>	<p>The items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>
<p>Response Mechanisms</p>	<p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p>

Grade 3 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
<p>Use context as a clue to the meaning of a word or phrase.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase used in the text. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase and to select words or phrases from the text that support the correct meaning. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires student to select words, phrases, or direct quotations that show the meaning of words used in the text.
<p>Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word used in the text that has an affix. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the meaning of a word in the text that has an affix.
<p>Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word from the text by using a known root word as a clue. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the meaning of a word from the text by using a known root word as a clue.

Grade 3 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Distinguish the literal and nonliteral meanings of words and phrases in context.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct meaning of literal and nonliteral words and phrases based on the text. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the correct meaning of literal or nonliteral words or phrases and then to select words or phrases from the text to support the meaning.
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the correct word from a list of words that are related and then to select words or phrases from the text that support the answer. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct word from a list of words that are related.
Choose words or phrases for effect.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select the correct word or phrase for a desired effect and then to select words or phrases from the text that support the answer. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct word from a list of words for a desired effect.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Assessment Limits	Items may ask the student to use features located within the text to identify information relevant to key ideas or details within a text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Use text features and search tools to locate information.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select text that identifies information that can be located using text features and search tools. Requires the student to identify text features that assist in finding information. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select information that can be found from text features and search tools.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text.
Assessment Limits	Items may ask the student to evaluate the point of view of the author of the text. Items should not ask the student to identify first and third person point of view.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Identify and evaluate the author’s point of view in the text.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to identify and evaluate the author’s point of view in a text. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to identify and evaluate the author’s point of view in the text and then select evidence from the text that illustrates the author’s point of view.

Grade 3 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p>Assessment Limits</p>	<p>RI.3.7: Items may ask the student to determine what information is gained from both the illustrations and the text.</p> <p>SL.1.2: Items may require the student to determine the main idea and supporting details of an audio or multimedia presentation.</p> <p>SL.1.3: Items may require the student to answer questions about information from an audio or multimedia presentation.</p> <p>Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>
<p>Text Types</p>	<p>The items assessing these standards may be used with two or more grade-appropriate informational texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. Texts may vary in complexity.</p>
<p>Response Mechanisms</p>	<p>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</p>
<p>Task Demand</p>	<p>Sample Response Mechanisms</p>
<p>Use information gained from illustrations and the words in a text to demonstrate understanding.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to answer a question where the answer is determined by using information from both illustrations and the text. Then, the student must select textual evidence from excerpted text. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to answer a question where the answer is determined by using information from both illustrations and the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to answer a question where the answer is determined by using information from both illustrations and the text.

Grade 3 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
<p>Determine the main idea of a multimedia or audio presentation and then provide supporting details from the presentation.</p>	<p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the main idea and supporting details of a multimedia or audio presentation. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to determine the main idea of an audio or multimedia presentation and then to select supporting details.
<p>Answer questions about information presented by the speaker using appropriate textual evidence.</p>	<p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an inference about the speaker’s presentation from the choices and then to select words or phrases from the speaker to support the inference. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to answer a question about a speaker’s presentation and to provide textual evidence for the answer.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Assessment Limits	Items may ask the student to identify connections between sentences, paragraphs, or ideas. Items may ask the student to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and to identify examples within the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Describe the connection between particular sentences and paragraphs in a text.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words and phrases from the text to show the connection between different parts of the text. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select from the options a description of the connections between different parts of the text. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select from the options a connection that exists between different parts of the text and to select words or phrases from the text that demonstrate this connection.

Grade 3 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
Assessment Limits	Items may ask the student to compare and/or contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should be used with text sets on the same topic.
Text Types	The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast the most important points and details in two or more texts.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words and phrases from different texts that demonstrate similar or different interpretations of important points or key details. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select words and phrases to identify important points or key details in two or more texts and to select a sentence or phrase that characterizes the similarities or differences between them. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select the similarities and/or differences in the author’s depiction of important points or key details from a list of phrases or sentences.

Editing Task Guidelines for Language Standards

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences. <p>LAFS.3.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
<p>Assessment Limits</p>	<p>Items may ask the student to evaluate and correct errors that focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>
<p>Text Types</p>	<p>Items assessing these standards will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student’s essay in quality and difficulty. The text should be accessible for the grade and should assess the student’s knowledge of grammar, usage, and language conventions. Texts will be between 100 and 200 words.</p>

Editing Task Guidelines for Language Standards

Response Mechanisms	These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4.
Task Demand	Sample Response Mechanisms
Apply standard English grammar and usage.	<p>Editing Task Choice</p> <ul style="list-style-type: none"> • Requires the student to select the appropriate replacement for an ungrammatical word or phrase. • Requires the student to select the correct version of a word or phrase to be used in a sentence. <p>Editing Task</p> <ul style="list-style-type: none"> • Requires the student to replace an incorrect word or phrase by typing in a corrected response.
Apply standard English capitalization, punctuation, and spelling.	<p>Editing Task Choice</p> <ul style="list-style-type: none"> • Requires the student to select the appropriate usage of grade-appropriate conventions. • Requires the student to select the correct spelling of a word. <p>Editing Task</p> <ul style="list-style-type: none"> • Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box.

ELA Reading and Writing Stimulus Guidelines
Acceptable Text Types

Informational Text	Literary Text
<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries <p>Secondary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles <p>Functional Materials</p> <ul style="list-style-type: none"> • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages <p>Literary Nonfiction</p> <ul style="list-style-type: none"> • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques 	<p>Literary Fiction</p> <ul style="list-style-type: none"> • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Drama • Fantasy • Excerpts from longer works

ELA Reading and Writing Stimulus Guidelines
Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and

Mathematics

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

Health and Physical Education

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

Business Management and Administration

- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies

- U.S. History
- Civics and Government
- Geography
- Economics

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journeys

Appendix A
Grade 3
Practice Test Information

Appendix A: Practice Test Information

This appendix contains information about the standard alignment and item types for the items found in the grade 3 FSA Practice Test and Practice Test Answer Key at this URL: <http://fsassessments.org/students-and-families/practice-tests/>.

Computer-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.3.RL.1.1	Selectable Hot Text
2	LAFS.3.RL.1.2	Drag-and-Drop Hot Text
3	LAFS.3.RL.1.3	Evidence-Based Selected Response (EBSR)
4	LAFS.3.RL.2.4	Multiple Choice
5	LAFS.3.RL.2.5	Multiple Choice
6	LAFS.3.RL.2.6	Drag-and-Drop Hot Text
7	LAFS.3.RL.3.9	Graphic Response Item Display (GRID)
8	LAFS.3.RI.1.1	Open Response
9	LAFS.3.RI.1.2	Multiple Choice
10	LAFS.3.RI.1.3	Drag-and-Drop Hot Text
11	LAFS.3.RI.2.4	Multiple Choice
12	LAFS.3.RI.2.5	Multiple Choice
13	LAFS.3.RI.2.6	Evidence-Based Selected Response (EBSR)
14	LAFS.3.RI.3.7	Multiple Choice
15	LAFS.3.RI.3.8	Multiselect
16	LAFS.3.RI.3.9	Multiple Choice
17	LAFS.3.L.1.1c	Editing Task Choice
18	LAFS.3.L.1.1e	Editing Task Choice
19	LAFS.3.L.1.1g	Editing Task Choice
20	LAFS.3.L.1.2d	Editing Task

Appendix A: Practice Test Information
Paper-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.3.RL.1.1	Selectable Hot Text
2	LAFS.3.RL.1.3	Evidence-Based Selected Response (EBSR)
3	LAFS.3.RL.2.4	Multiple Choice
4	LAFS.3.RL.2.5	Multiple Choice
5	LAFS.3.RI.1.1	Open Response
6	LAFS.3.RI.1.2	Multiple Choice
7	LAFS.3.RI.2.4	Multiple Choice
8	LAFS.3.RI.2.5	Multiple Choice
9	LAFS.3.RI.2.6	Evidence-Based Selected Response (EBSR)
10	LAFS.3.RI.3.7	Multiple Choice
11	LAFS.3.RI.3.8	Multiselect
12	LAFS.3.RI.3.9	Multiple Choice
13	LAFS.3.L.1.1c	Editing Task Choice
14	LAFS.3.L.1.1e	Editing Task Choice
15	LAFS.3.L.1.1g	Editing Task Choice

Go on to the next page.

Appendix B
Grade 3
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
3, 4	TEI Descriptions updated to match current language in the Test Design Summary	May 2016
18, 29	Language of “Assessment Limits” section updated	May 2016
A-1, A-2	Appendix updated to include a link to the online practice test and information about practice test standards alignment and item types	May 2016