
II. English Language Arts, Grade 3

Grade 3 English Language Arts Test

The spring 2018 grade 3 English Language Arts test was an assessment that was administered as a computer-based version, though a paper-based version was available as an accommodation for eligible students. The test included both operational items, which count toward a student's score, and matrix items. The matrix portion of the test consisted of field-test and equating questions that do not count toward a student's score.

Most of the operational items on the grade 3 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

This document displays the **paper-based versions** of the 2018 operational items that have been released. The **computer-based versions** of the released items are available on the RICAS Resource Center website at ricas.pearsonsupport.com/released-items.

The Scoring Guides can be found at www.doe.mass.edu/mcas/student/. They provide the released constructed-response questions, a unique scoring guide for each question, and samples of student work at each score point.

Test Sessions and Content Overview

The grade 3 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and constructed-response or essay questions. On the paper-based test, the selected-response questions were multiple-choice items, in which students select the correct answer from among several answer options.

Standards and Reporting Categories

The grade 3 ELA test was based on K–5 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island's English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at www.ride.ri.gov/ricas. The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at www.doe.mass.edu/frameworks/.

ELA test results are reported under three RICAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this chapter provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

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This session contains 9 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the passage about grizzly bears and then answer the questions that follow.

from *Grizzly Bears*

by Jacqueline Dineen



Meet the Grizzly Bear

- 1 The grizzly bear is a giant of the animal world. It has a large, heavy body, a short tail, and sharp claws on its four big paws. Bears are mammals, which are animals that feed milk to their young and have hair or fur on their bodies.
- 2 Most grizzly bears have brown fur. Sometimes the tips of the fur are white or silver, which gives the bears a grizzled, or gray, look. This is how the grizzly bear got its name.

Grizzly Bear Facts

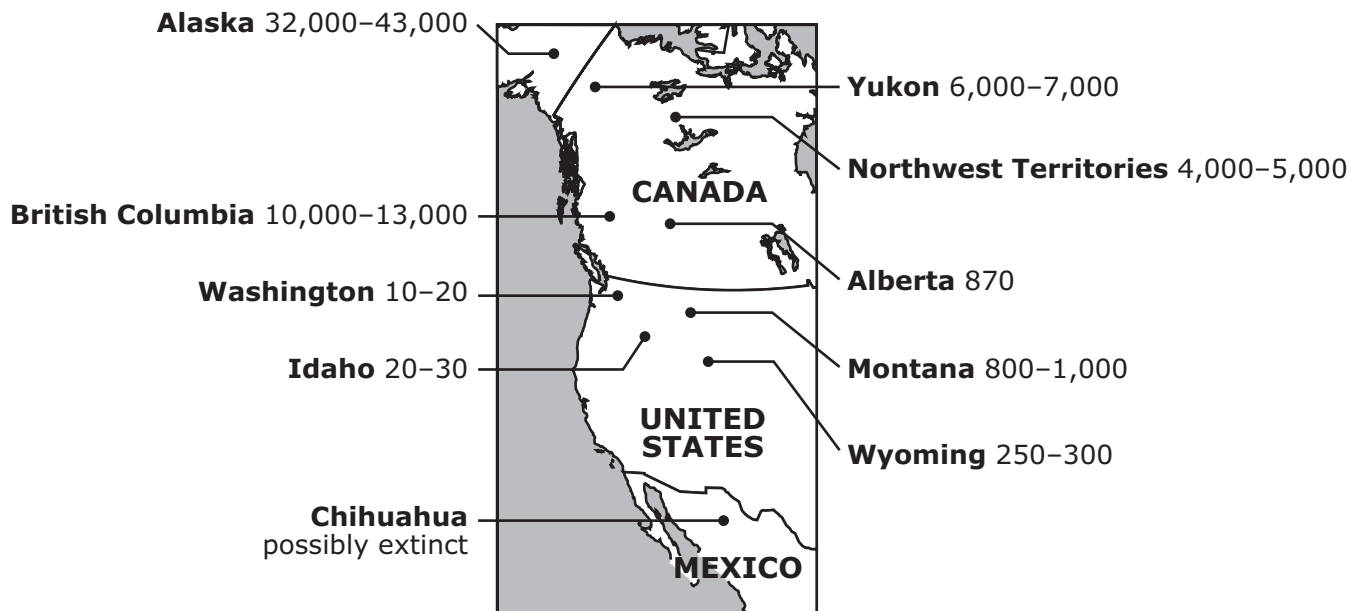
- A grizzly bear lives for about 25 years.
- Grizzlies sleep for up to eight months during the winter.
- Grizzlies can run at 35 miles (56 km) per hour.

A Very Large Animal

- 3 Grizzly bears are huge, bulky animals. A male grizzly can be six to seven feet (1.8–2.1 m) long from nose to tail. The largest grizzlies weigh more than 800 pounds (363 kg). This is as heavy as five or six adult people.
- 4 Female bears are usually smaller than male bears. A fully grown female weighs from 200 to 500 pounds (91–227 kg).

Where Do They Live?

- 5 Grizzly bears live in North America. Most of them are in northern Canada and Alaska, where the winters are long and cold. Grizzly bears hibernate in winter. They dig a den in the ground to sleep in over the winter months.



This map of North America shows the number of grizzly bears living in different areas.

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- 6 Grizzlies live near coasts and rivers, in grasslands and forests. These places are called habitats. Grizzlies live in places where there is plenty of food. They try to live away from people.

What Do Grizzlies Eat?

- 7 Grizzly bears eat just about anything. They eat meat, leaves, berries, and even garbage. Grizzlies catch fish and also large prey, such as elk or moose.
- 8 Grizzlies spend much of the spring and summer eating. They store food in their bodies as extra fat. The fat keeps the bears alive during the winter, when they are asleep.

Living Alone

- 9 A mother grizzly bear lives with her cubs until they are fully grown. Grizzlies that do not have cubs live alone. Each bear has its own home range, which is the area it lives in. A bear's home range may be very large.
- 10 Grizzlies usually stay away from other bears. A grizzly bear marks its home range by rubbing its body against trees. This leaves a scent, which warns other grizzlies to keep away.

Getting Together

- Grizzly bears sometimes gather together at a river. This often happens when the river contains plenty of salmon for all the grizzlies to eat.
- A group of bears is called a sloth.

Growing Up

- 11 A mother grizzly bear usually has two cubs at one time. The cubs are born in the den during the winter. At first, the cubs cannot see. A newborn cub is less than 12 inches (30 cm) long. It weighs less than one pound (450 g).
- 12 Grizzly bear cubs grow quickly. In late spring, the family leaves the den to look for food. The cubs stay very close to their mother.

Enemies

- 13 Grizzly bears are so big and strong that most other animals keep out of their way. Wolves and cougars will kill bear cubs for food if cubs are left alone. A mother bear carefully protects her cubs from these predators.

- 14 Grizzlies do not often fight each other. They may fight over food, but there is usually enough food for all.

Under Threat

- 15 At one time, grizzly bears lived in most parts of North America. When people moved into the bears' habitats, the grizzly bears had to move out. Grizzlies do not like to live near towns, cities, or roads. Today, there are only a few grizzlies in the United States and southern Canada.
- 16 People sometimes hunt grizzly bears because they are afraid of them, or just for sport. Hunters need a license to do this. It is against the law to hunt grizzlies without a license.

Saving Grizzlies

In North America, there are many national parks and reserves where grizzly bears can live without being disturbed. People are not allowed to build roads or houses in these places.

Grizzly Bears (Amazing Animals) by Jacqueline Dineen. Text copyright © 2004 by Weigl Publishers, Inc. Reprinted by permission of Weigl Publishers, Inc. Photograph copyright © iStockphoto/lletty17.

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- 10 In paragraph 3, the **most likely** reason a grizzly bear is compared to “five or six adult people” is to show
- Ⓐ its speed.
 - Ⓑ its height.
 - Ⓒ its weight.
 - Ⓓ its strength.
- 11 Based on paragraph 5, what is the **most likely** meaning of the word ***hibernate***?
- Ⓐ dig
 - Ⓑ jump
 - Ⓒ sleep
 - Ⓓ swim
- 12 Based on the passage, if you see three grizzly bears together, they are **most likely**
- Ⓐ a mother and her cubs.
 - Ⓑ a family of older females.
 - Ⓒ looking for a campground.
 - Ⓓ helping each other make a den.

- 13 Based on paragraph 16, the word *license* means
- Ⓐ new clothing.
 - Ⓑ good eyesight.
 - Ⓒ unusual courage.
 - Ⓓ special permission.
- 14 According to the passage, how do countries in North America help protect grizzly bears?
- Ⓐ by moving the bears to zoos
 - Ⓑ by letting the bears live in safe areas
 - Ⓒ by putting the bears in areas with roads
 - Ⓓ by keeping the bears away from other animals

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- 15 Based on the passage, when are grizzly bears **least** likely to be seen in the forest?
- Ⓐ fall
 - Ⓑ winter
 - Ⓒ spring
 - Ⓓ summer
- 16 Which section of the passage is **mainly** about grizzly bear cubs?
- Ⓐ **Meet the Grizzly Bear**
 - Ⓑ **Grizzly Bear Facts**
 - Ⓒ **Living Alone**
 - Ⓓ **Growing Up**

17 Part A

Based on the passage, what does the word “grizzly” in “grizzly bear” describe?

- Ⓐ how the bear looks
- Ⓑ where the bear lives
- Ⓒ the food the bear eats
- Ⓓ the noise the bear makes

Part B

Which evidence from the passage **best** supports the answer to Part A?

- Ⓐ “Thick fur keeps the bear warm in cold or wet weather.” (diagram)
- Ⓑ “Large paws are used for walking, swimming, and catching animals. . . .” (diagram)
- Ⓒ “Bears are mammals, which are animals that feed milk to their young and have hair or fur on their bodies.” (paragraph 1)
- Ⓓ “Sometimes the tips of the fur are white or silver. . . .” (paragraph 2)

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For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next page. Your writing should:

- **Present and develop a central idea.**
- **Provide evidence and/or details from the passage(s).**
- **Use correct grammar, spelling, and punctuation.**

- 18** Write an essay that explains how the author uses text features to help the reader understand grizzly bears. Be sure to use information from the passage to develop your essay.

Write your answer on the following page.

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Spring 2018 Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

PBT Item No.*	Page No.	Reporting Category	Standard	Item Type**	Description	Correct Answer (SR)***
10	12	<i>Reading</i>	RI.3.8	SR	Use details to explain a comparison from the passage.	C
11	12	<i>Language</i>	L.3.4	SR	Determine the meaning of a domain-specific word in a passage.	C
12	12	<i>Reading</i>	RI.3.1	SR	Use information from the passage to demonstrate understanding.	A
13	13	<i>Language</i>	L.3.4	SR	Determine the meaning of a word in context.	D
14	13	<i>Reading</i>	RI.3.1	SR	Use evidence to demonstrate understanding of the passage.	B
15	14	<i>Reading</i>	RI.3.3	SR	Use information from the passage to determine when an event happens.	B
16	14	<i>Reading</i>	RI.3.5	SR	Identify the section of the passage that describes a particular topic.	D
17	15	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a domain-specific word and choose the evidence from the passage that best supports its meaning.	A;D
18	16	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that explains how the author uses text features to help the reader understand the topic. Use information from the passage as evidence.	

* “PBT Item Number” refers to the position of the item on the operational paper-based test. This is the item number that is referred to when reporting student results for a PBT item.

** ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

*** Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to RIDE’s website later this year.

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Spring 2018 Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

PBT Item No.*	Reporting Category	Standard	Item Type**	Description
1	<i>Reading</i>	RL.3.4	SR	Determine the purpose of a repeated phrase in the story.
2	<i>Reading</i>	RL.3.1	SR	Use details from the story to demonstrate understanding.
3	<i>Reading</i>	RL.3.4	SR	Interpret what a word suggests about characters in the story.
4	<i>Reading</i>	RL.3.3	SR	Analyze a character’s actions in the story.
5	<i>Reading</i>	RL.3.3	SR	Determine a character’s motivation in the story.
6	<i>Reading</i>	RL.3.6	SR	Identify the point of view in the story.
7	<i>Language</i>	L.3.4	SR	Identify the structure that a group of words has in common.
8	<i>Reading</i>	RL.3.3	SR	Identify the word that best describes the main character and choose evidence from the story that best supports the description.
9	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.3, W.3.4	ES	Write a narrative describing what might happen next in the story.
19	<i>Language</i>	L.3.3	SR	Determine the effect of figurative language used in the article.
20	<i>Reading</i>	RI.3.1	SR	Use information from the article to demonstrate understanding.
21	<i>Reading</i>	RI.3.5	SR	Determine where additional information should be included in the article.
22	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the story.
23	<i>Language</i>	L.3.5	SR	Determine the meaning of a word in context.
24	<i>Reading</i>	RI.3.9	SR	Compare information about a topic found in the article and the story.
25	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a word used in context in the article and in the story.
26	<i>Reading</i>	RI.3.1	SR	Identify information and choose supporting evidence from the article.
27	<i>Reading</i>	RI.3.9	CR	Write a paragraph that compares the main ideas of the article and the story; include important details from both texts.

* “PBT Item Number” refers to the position of the item on the operational paper-based test. This is the item number that is referred to when reporting student results for a PBT item.

** ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).