



Department of
Education

Checkpoint Results Interpretation Guide

Grade 3 English Language Arts (ELA)

Tennessee Department of Education | August 2020

The Checkpoint

The Checkpoint can be used at the beginning of the school year to measure retention on **key standard-aligned skills that are most essential** for students to be able to **access, and engage in, on-grade-level content** for the current year. Because of this, the Checkpoints are smaller than a summative TCAP assessment and do not cover all the standards from the previous year. Instead, as recommended by experts¹, they focus on fewer, **prioritized vertically-aligned standards**, with the intent of providing educators more meaningful and actionable information about student needs so you can support your students' ability to access grade-level learning throughout the year.

The Grade 3 ELA Checkpoint should be given to incoming fourth grade students to help plan for students learning Grade 4 ELA content this year.

To help students in their learning and teachers with their planning, Checkpoints come with fully **annotated questions** that help to understand trends and pinpoint misconceptions that may inhibit student progress. ***Using this Checkpoint Results Interpretation Guide (the Guide) and your student results data found in the Schoolnet platform, you and your students can plan for great academic success this year.***

It is best to use these results to identify any needed pre-requisite learning and incorporate it throughout the year to ensure students can access grade-level content or can build upon their current strengths. After you administer the Checkpoint and use this Guide to better meet student needs at the beginning of the year, **continue monitoring** your students' progress on **grade-appropriate assignments** for the rest of the year to ensure that these core foundations are continually strengthened.

The Checkpoint IS:

- an investigative tool to determine student readiness for work of the current grade
- aligned to the Tennessee State Academic Standards, using TN-educator reviewed questions from previous TCAP exams
- designed to identify student misconceptions and learning needs
- providing actionable next steps for informing instructional decisions

The Checkpoint IS NOT:

- a replacement for the performance level determinations a student would have received on the TCAP assessment
- predictive of, or comparable to, summative TCAP results
- a replacement for RTI² diagnostics or universal screeners
- used to evaluate teacher, school, or district performance
- a tool to change student placement decisions (e.g. retake a course, advance to honors)

¹ https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

Contents of this Guide

- [THE CHECKPOINT.....2](#)
- [CONTENTS OF THIS GUIDE3](#)
 - [CHECKPOINT DESIGN4](#)
- [INTERPRETING AND USING RESULTS4](#)
 - [AUTOMATIC REPORTING IN SCHOOLNET4](#)
 - [OVERALL SCORES5](#)
 - [ASSESSING WRITING.....6](#)
- [ACTIONABLE INSIGHTS: ANNOTATED QUESTIONS AND REPORTING TOOLS.....7](#)
 - [ANSWER CHOICE RATIONALES IN EACH ITEM ANNOTATION7](#)
- [GRADE 3 ELA CHECKPOINT ITEM ANNOTATIONS9](#)
 - [SUBPART 1: PASSAGE SETS WITH MULTIPLE CHOICE QUESTIONS9](#)
 - [SUBPART 2: PASSAGE SET WITH CONSTRUCTED RESPONSE ESSAY PROMPT.....34](#)
- [WRITING PROMPT42](#)
- [ADDITIONAL RESOURCES.....44](#)

“When the COVID-19 pandemic forced prolonged school building closures and canceled spring assessments, it became even more important that districts and schools can reliably gather student data and understand student readiness for the next school year. These free and optional tools are one way the department can support the needs of our district partners in serving all students”

-Commissioner Penny Schwinn

Checkpoint Design

The Checkpoint assessments were designed using **real TCAP questions** from previous summative exams. This ensured each question was aligned to Tennessee state standards and had been reviewed by **Tennessee educators**. The Checkpoint was designed to be quick to access and administer, not requiring complicated adjustments to existing school schedules; with **flexibility for online or paper administration** based on school/district need. ELA Checkpoints:

- contain two subparts (separated with section break in the assessment platform),
- have less than 30 items, and
- aligned to the Tennessee State Academic Standards as well as the instructional shifts embodied by the standards by using TN-educator reviewed questions from previous TCAP exams

Subpart 1	Subpart 2
<ul style="list-style-type: none">• 45 minutes• 2-3 passage sets	<ul style="list-style-type: none">• No time limit• Passage set with constructed response writing prompt

Interpreting and Using Results

Automatic Reporting in Schoolnet

In order to support teachers in using these assessments, students who take the assessment online in the Schoolnet platform will have their Checkpoints scored automatically. Teachers have multiple scoring options for students who take the Checkpoints on paper, and you can find how-to documents and videos at <https://tn.mypearsonsupport.com/schoolnet/>. **Checkpoint assessment scoring in Schoolnet requires all answers to be submitted by the student for results to be produced.** Since the constructed response must be handscored, it will be scored as 0 out of 0 points in the Schoolnet platform, allowing responses on the other questions to produce a score immediately.

For your convenience, the appropriate TCAP Rubric to score the essay can be found in on page 55 of this guide. We recommend reviewing this rubric in advance of scoring your students’ essays, and comparing the trends in results in your student constructed responses with the automatic scores generated in the Schoolnet reporting suite to inform your instructional planning.

The following automated reports can be found in [Schoolnet](#):

- Individual student results
- Classroom level reports
- Standards analysis reports
- Item analysis
- Test comparison reports (e.g., student, class, school, district, and state)
- Shared reporting (e.g., district to school admin, school admin to educators in same content/grade-level)
- Aggregate and disaggregation of demographics

Overall Scores

The score groups on the checkpoint assessment are ***not meant to represent performance levels or the blueprints of the TCAP summative assessments*** (e.g., below, approaching, on track, and mastered). The score groups were designed to **share student preparedness for next grade level content** and provide guidance around the **level of support** students may need to access that content.

Score Group	% Correct	Results	Recommended Next Steps
Orange	0 – 48%	Likely Needs More Targeted Support	It is important to use other sources of data for deeper insight; identified misconceptions in annotations can support yearlong planning with these students so that they can access the core material for the grade.
Yellow	49 – 69%	Likely Able to Engage in Grade Level Content with Some Support	Investigate trends in student responses using the item annotations to effectively include weave needed support throughout the yearlong instructional plans, and continuously monitor student mastery.
Green	70 – 99%	Likely Ready for Grade Level Content	Move directly into grade-level content.
Blue	100%	Ready for Grade Level Content	

Overall scoring is automatically available in the Schoolnet platform. This may help with you use the results of the student and class level reports to develop an overall summary and conclusion about your students' readiness for grade-level content. In responding to the Checkpoint assessments, we recommend addressing the learning needs of students **while engaging with on grade-level content**. For more information and tools for using assessment data to drive instructional decision making, review the [Assessing Learning Toolkit](#) pages 18-21, and the [Learning Loss PLC Guide](#).

While overall scoring is provided and can be helpful in planning for group instruction, the most actionable information in these Checkpoints can be found by analyzing at the question-level results.

Assessing Writing

Because the primary purpose of the Checkpoint is to provide important feedback early in the year, the writing component will have to be evaluated locally, since submitting responses to our assessment vendor for grading would dramatically take away from the timeliness of the data. Thus, the Checkpoint reporting is not able to reliably provide scoring to assess writing or the complex ability of students demonstrating knowledge building through writing. To best measure students' writing abilities, the department recommends:

1. Utilizing all the grading resources and TCAP-calibrated anchor papers to inform scoring of writing. While anchor papers for the Grade 3 writing prompt are currently unavailable, you can find similar papers at the [Assessment Development LiveBinder](#) site under the Anchor Papers tab.
2. Continually finding opportunities to assess mastery of and through writing within their curricular materials

Actionable Insights: Annotated Questions and Reporting Tools

Each question and passage on the Checkpoint is fully annotated with information that describes the questions and passages as they were used on previous TCAP tests, and automated scoring tools in Schoolnet that make getting that information easier. The passage data also has two quantitative measures of text complexity (Flesch-Kincaid and Lexile) to help understand how the passage and questions interact to give a more complete picture of student needs. However, the most helpful and actionable information is in the **Item Annotations in this Guide** when combined with the **Item Analysis reports in Schoolnet**.

Answer Choice Rationales in each Item Annotation

To help teachers be more efficient in planning for the year, each answer choice is annotated with a **rationale which offers an explanation for each choice**. These annotations are not definitive: we know there may be many reasons for why students might select different answer choices. The answer choice rationales offer more common explanations to support teachers who may see trends in student responses.

ELA Guidelines: Foundational Skills and Knowledge Building

ELA multiple choice questions can offer helpful insights in working with students, but there is important context in making use of the results. The reading passage used is inextricably connected to a student's performance on a question. A student may have missed a question because they could not access the text due to gaps in **foundational skills** or because they have not yet mastered the high-level **knowledge building** competencies outlined by each standard. One multiple-choice question on its own cannot distinguish whether student errors are due to gaps in foundational skills or knowledge-building competencies found in the standards.

Before a student can begin building knowledge, they need to be able access the text, which requires the **foundations of fluency and background knowledge**. If students do not have adequate fluency or enough background knowledge and relevant vocabulary, they will struggle more to build knowledge and make meaning with a passage. **Most multiple-choice questions cannot accurately diagnose gaps in fluency and background knowledge.** In order to support teachers in interpreting student responses, the answer choice annotations make the imperfect assumption that students can access the text and that student errors are not a result of gaps in fluency or background knowledge.

If students have the requisite **foundations**, they are able to develop various metacognitive tools as they **build knowledge** with a text. The annotations are most helpful for understanding these knowledge-building competencies and metacognitive tools outlined in the standards **that offers some insight into possible underlying concepts and metacognitive skills** for additional instructional support. Each rationale listed provides an explanation for why students may have selected a given answer choice, including what missteps may have caused them to select an incorrect answer. These rationales provide an instructional target to improve student understanding, allowing you to **follow up with targeted instruction based on the most common errors you identify** for your specific group of students.

Sample Set of Rationales

Rationales	
Correct – 1	Students needed to locate information about lob tailing in paragraph 4, which is in the "Special Behaviors" section.
Incorrect – 2	The physical activity of breathing is unrelated to the activity of lob tailing. While humpbacks assume specific postures while breathing, lob tailing is not one of those. Students may benefit from practice skimming and scanning within a text to locate specific details.
Incorrect – 3	While lob tailing includes a visible action where the tail appears above the water, the heading "Appearance" is not related to behaviors but to physical characteristics. Students may have made an incorrect inference that the way lob tailing looks to onlookers would be found in the "Appearance" section. Students may gain skills in locating specific details within text by practicing skimming and scanning text.
Incorrect – 4	Although lob tailing involves part of a humpbacks body, its tail, and flippers are also a distinct body part, the section about flippers is unrelated to the specific behavior of lob tailing. Students may have made an incorrect connection between the tails and flippers of humpbacks to conclude that information about the tail would be found in the section about flippers. Students may profit from practice with finding specific details using the skill of skimming and scanning text.

Grade 3 ELA Checkpoint Item Annotations

Subpart 1: Passage Sets with Multiple Choice Questions

Passage Information

Passage Code: TN0031609 Passage Title: The Humpback Whale
Grade Level: 3 Lexile Level: 780 Flesch-Kincaid: 3.1

Read the passage and answer the questions that follow. Make sure you answer all of the questions.

The Humpback Whale

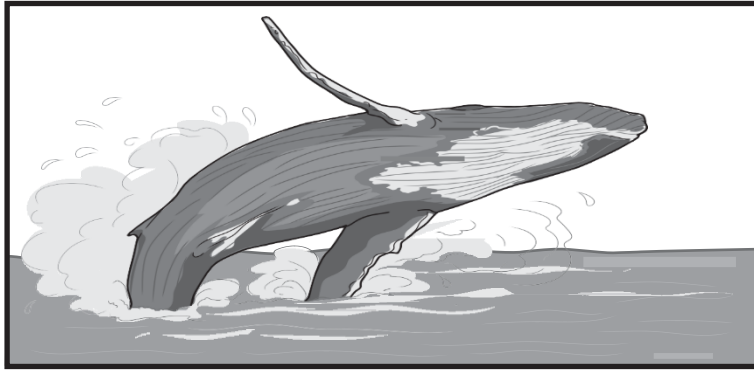
by Randy Frahm

- 1 All whales are cetaceans. Cetacean means marine mammals including whales, dolphins, and porpoises. A mammal is a warm-blooded animal with a backbone. Warm-blooded means the body stays the same temperature no matter what the outside weather. Mammals give birth to live young. They have hair and breathe air.
- 2 Humpbacks are one kind of cetacean. They live in all of the Earth’s oceans. Humpbacks are different than other cetaceans. They perform special above-water behaviors. Other cetaceans are not as active as humpbacks.

Special Behaviors

- 3 Breaching is one behavior humpbacks do above water. Breaching means jumping out of the water. Humpbacks usually land on their backs after breaching. Some humpbacks have breached as many as 100 times in a row.
- 4 Lob tailing is another humpback behavior. Humpbacks will stick their tails out of the water. They wave their tails back and forth. Then they slap the surface of the water with their tails.
- 5 Another behavior humpbacks perform is flipper slapping. A flipper is the wide, flat limb of a sea creature. The front flippers of humpbacks are called pectoral flippers. Pectoral flippers help humpbacks keep their balance in the water. They also help humpbacks change direction when swimming.
- 6 Humpbacks swim near the water’s surface when they want to slap their flippers. Then they turn on their side and wave one of their flippers in the air.
- 7 Humpback eyes are on the sides of their heads. They cannot always see things in front of them. Because of this, humpbacks spy hop when boats are close to them. To spy hop, humpbacks stick their heads out of the water. They use their tails to help them keep this position. Then they turn their heads to look at the boats.

- 8 Sometimes humpbacks perform several of these behaviors in a row. They also perform these behaviors in groups. A group of whales is called a pod.



Breathing

- 9 Humpback whales may look like fish, but they are really mammals. Because humpbacks are mammals, they must breathe air. Humpbacks dive underwater for three to 30 minutes. Then they come to the surface to breathe. They must sleep near the surface of the water, too. Otherwise, they would not be able to breathe.
- 10 Humpbacks breathe by using their blowholes. A blowhole is a hole on the top of a whale's head. A blowhole works like a human nose. It has two openings that let humpbacks suck in air. Humpbacks use their muscles to close and open their blowholes.
- 11 To breathe, humpbacks arch their bodies until their blowholes are out of the water. They blow old air out of their lungs. This shoots water and old air as high as 20 feet (6 meters) in the air. Then humpbacks fill their lungs with fresh air.
- 12 After taking three to seven breaths, humpbacks prepare to dive by bending their backs. Humpbacks bend their backs more than other whales do. This humping or arching of their backs is one reason humpbacks have a hump in front of their dorsal fin. The dorsal fin is the fin on a sea creature's back.

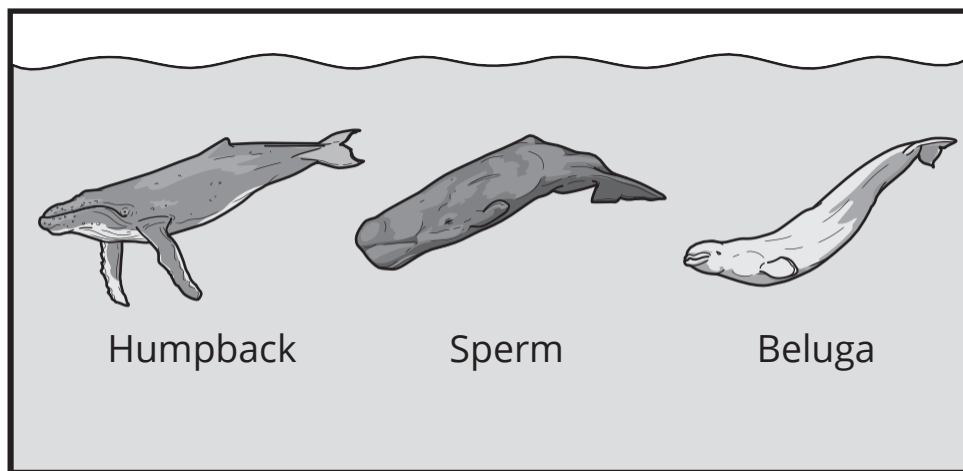
Appearance

- 13 Humpbacks have large, fish-like bodies. They are usually dark gray or black on the top and white on the bottom. Each humpback has a slightly different coloring.
- 14 Average adult humpbacks are from 39 to 50 feet (12 to 15 meters) long. Female humpbacks are usually larger than males. Females grow to about 50 feet (15 meters) long. Males grow to only about 45 feet (13 and one-half meters) long. Humpbacks have large heads that make up nearly one-third of their body length.

- 15 Humpbacks weigh between 25 and 45 tons (22 and one-half to 40 and one-half metric tons).
- 16 Humpbacks have a series of bumps called tubercles on their heads. One or two hairs grow from each tubercle. Scientists believe humpbacks use these hairs to sense motion in the water.

Flippers

- 17 Humpbacks have the longest flippers of any kind of whale. Their flippers are one-third of their bodies' length. The bones inside flippers look like the bones in human hands. Flippers help humpbacks keep their balance while they swim. Flippers also help humpbacks change direction in the water.
- 18 The trailing edge of humpbacks' fins are wavy. In the Pacific Ocean, the top side of humpbacks' flippers are gray or black. The undersides are white. In the Atlantic, both the tops and the undersides of the flippers are white.
- 19 Many people think humpbacks' flippers look like wings. In fact, their scientific name *Megaptera novaeangliae* means long-winged New Englander. A New Englander is someone who lives in the northeastern part of the United States. Many humpbacks are seen in New England waters.



The Humpback Whale by Randy Frahm, Capstone Press, 1998. Copyright © 1998. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN0033888 Position No: 1 Grade Level: 3
Standard Code: 3.RI.CS.6 Passage Title 1: TheHumpback Whale

Standard Text: Distinguish reader point of view from that of an author of a text.

Correct Answer: A

The author uses the word “perform” several times to describe the actions of humpbacks. What does this tell the reader about the author’s opinion of humpbacks?

- A.** The author thinks humpbacks’ actions are entertaining.
- B.** The author thinks humpbacks are trained to act in a certain way.
- C.** The author thinks humpbacks do the same action in the same order every time.
- D.** The author thinks humpbacks act in certain ways only when humans are watching.

Rationales	
Correct – 1	Although students did not need to use surrounding words to understand why the author uses this word to describe the actions of humpbacks, if they went back to paragraph 2, they would see that the author states that the whales “perform special above-water behaviors.” This usage in addition to their understanding that entertainers “perform” for audiences helps students understand how the author’s opinion that whales are entertaining is revealed by using this word.
Incorrect – 2	Students may have incorrectly connected the author’s word choice (perform) to their prior knowledge of animal tricks performed in staged acts by trained captive animals. While some animals are trained to perform, this option is not supported by any mention in the text of training humpbacks to perform. These students may benefit from returning to the text to find how specific words are used to create an author’s point of view.
Incorrect – 3	Students may have read about “spy hopping” in paragraph 7, which describes a specific set of behaviors completed in a specific order to accomplish a goal. Students who overgeneralized this idea may have incorrectly inferred that specific sequencing applies to all humpback behaviors. These students may benefit from explicit practice with identifying which ideas apply to a whole concept (whale behavior) versus ideas that apply to a narrow concept (spy hopping).
Incorrect – 4	Students who understand the concept of performing may have concluded based on details such as in paragraph 6, where the author states that “they . . . wave . . . their flippers in the air,” that these behaviors are performed for an audience of people. These students may not have integrated information from across the text, which states in paragraph 2 that cetaceans “live in all of the Earth’s oceans,” which shows that it is not possible for humans to be present whenever a humpback performs any of the presented behaviors. These students may benefit from targeted practice of understanding authors’ use of figurative language to convey a specific point of view.

Item Information

Item Code: TN0033880 Position No: 2 Grade Level: 3
Standard Code: 3.RI.KID.3
Passage Title 1: The Humpback Whale
Standard Text: 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.
Correct Answer: D

What do humpbacks do **before** they blow old air out of their lungs?

- A.** They prepare to dive deep down into the water.
- B.** They fill their lungs with fresh air.
- C.** They shoot water very high into the air.
- D.** They put their blowholes above the surface of the water.

Rationales	
Incorrect – 1	Students may have used details from paragraphs 9 and 12 to make an incorrect inference. Paragraph 9 states that “[h]umpbacks dive underwater for three to 30 minutes,” while paragraph 12 adds that after taking several breaths, “humpbacks prepare to dive.” Students may have correctly understood that diving and breathing are related behaviors without returning to the text to see that “humpbacks arch their bodies” before they “blow old air out of their lungs” (paragraph 11). These students may profit from practicing returning to the text to verify specific details.
Incorrect – 2	Students may have misunderstood the sequence of events related to humpback breathing that is described in paragraphs 9 through 12. The student may understand that breathing is a sequence of pulling fresh air into the lungs then expelling that “old” air. These students may not have returned to the text to realize that whales need to complete particular steps to extend their blowholes above the surface of the water. Students may gain understanding by practicing close reading of a text to understand very specific details of definition or sequence.
Incorrect – 3	Students may have misunderstood the sequence of events conveyed in paragraph 11, which states that the act of blowing out old air “shoots water and old air as high as 20 feet.” Students who believed that the events of blowing old air out and shooting water into the air are sequential instead of simultaneous may have selected this option. These students may yield benefits from returning to a specific part of the text to understand a sequence of events.
Correct – 4	Students needed to locate information in paragraph 11, which describes how humpbacks “arch their bodies until their blowholes are out of the water.” This required returning to paragraph 11 in the text to note the specifics of this process.

Item Information

Item Code: TN0033881 Position No: 3 Grade Level: 3
Standard Code: 3.RI.KID.3 Passage Title 1: The Humpback Whale
Standard Text: 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.
Correct Answer: A

What is the relationship between the way humpbacks look and where they live?

- A.** Humpbacks' flippers are different colors in different oceans.
- B.** Humpbacks weigh more when they live in warm waters.
- C.** Humpbacks are darker in color when they live in cold waters.
- D.** Humpbacks' tails stick up higher in different oceans.

Rationales	
Correct – 1	Students correctly used textual evidence from paragraph 18 to identify the differences between the coloration of humpbacks living in the Atlantic versus the Pacific. This requires locating specific information within the text.
Incorrect – 2	Students who located information in paragraph 15 about how much humpbacks weigh may have recognized that the question was related to appearance (“the way humpbacks look”) and location, but incorrectly inferred that appearance referred specifically to the weight of the animal, which would affect its size and physical appearance. Students may have prior knowledge that water temperature varies with location and incorrectly linked these two elements to conclude that mass is related to location. These students may have combined prior knowledge about ocean temperatures with information in paragraph 15 about the weight of the animals. These students may need practice with close reading of text and understanding that headings in text are not always a reliable way to locate information.
Incorrect – 3	Students who located information in paragraph 13 that stated that “[e]ach humpback has a slightly different coloring” may have recognized that the question was related to appearance and location but failed to look for additional information about coloring in paragraph 18. These students may have relied on prior knowledge about different ocean temperatures depending on location to incorrectly conclude that overall coloring was related to location. These students may benefit with practice locating multiple pieces of evidence about an idea before drawing a conclusion.
Incorrect – 4	Students who conflated how a specific behavior such as lob tailing looks when performed with the physical appearance of the humpbacks may have incorrectly concluded that the focus was on behavior as opposed to appearance. This may have drawn students to information in paragraph 4, which explains that “[h]umpbacks will stick their tails out of the water.” Students may have understood that humpbacks live in both the Pacific and Atlantic Oceans and incorrectly inferred that their behaviors vary by location. These students may profit from practicing making connections between ideas and examining the logic of those connections.

Item Information

Item Code: TN0033886 Position No: 4 Grade Level: 3
Standard Code: 3.RI.CS.5
Passage Title 1: The Humpback Whale
Standard Text: Use text features to locate information relevant to a given topic
efficiently.
Correct Answer: A

What is the subheading of the section that gives information about lob tailing?

- A.** Special Behaviors
- B.** Breathing
- C.** Appearance
- D.** Flippers

Rationales	
Correct – 1	Students needed to locate information about lob tailing in paragraph 4, which is in the "Special Behaviors" section.
Incorrect – 2	The physical activity of breathing is unrelated to the activity of lob tailing. While humpbacks assume specific postures while breathing, lob tailing is not one of those. Students may benefit from practice skimming and scanning within a text to locate specific details.
Incorrect – 3	While lob tailing includes a visible action where the tail appears above the water, the heading "Appearance" is not related to behaviors but to physical characteristics. Students may have made an incorrect inference that the way lob tailing looks to onlookers would be found in the "Appearance" section. Students may gain skills in locating specific details within text by practicing skimming and scanning text.
Incorrect – 4	Although lob tailing involves part of a humpbacks body, its tail, and flippers are also a distinct body part, the section about flippers is unrelated to the specific behavior of lob tailing. Students may have made an incorrect connection between the tails and flippers of humpbacks to conclude that information about the tail would be found in the section about flippers. Students may profit from practice with finding specific details using the skill of skimming and scanning text.

Item Information

Item Code: TN0033878 Position No: 5 Grade Level: 3
Standard Code: 3.RI.KID.2
Passage Title 1: TheHumpback Whale
Standard Text: Determine the main idea of a text; recount the key details and
explain how they support the main idea.
Correct Answer: C,B

The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **best** states the main idea of the passage?

- A.** Humpbacks are giant animals.
- B.** Humpbacks have unusual colorings.
- C.** Humpbacks are special animals.
- D.** Humpbacks act like most other mammals.

Part B

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

- A.** "Mammals give birth to live young." (paragraph 1)
- B.** "Humpbacks are different than other cetaceans." (paragraph 2)
- C.** "Humpbacks have large, fish-like bodies." (paragraph 13)
- D.** "They are usually dark gray or black on the top and white on the bottom." (paragraph 13)

Part A

Rationales	
Incorrect – 1	While paragraphs 14 and 15 include specific details about the size of humpback whales, including their average length and weight, this information is only one small part of the overall idea of the text. Students may also have relied on the illustration after paragraph 19 to come to the erroneous conclusion that the focus of the text was size. These students could benefit from contrasting how specific sections provide support to the main idea as a whole.
Incorrect – 2	Although paragraph 13 states that “[e]ach humpback has a slightly different coloring” and paragraph 18 includes information about variations of coloring on humpback flippers depending on where they live, this information is too narrow to be considered a main idea. Students may have focused only on sections of the passage instead of the text as a whole. These students might benefit from practice in finding a common thread in ideas that seem dissimilar in order to understand how details add up to a main idea.
Correct – 3	Students needed to recognize that the overarching idea that connects the information within each subheading, details of multiple features and interesting behaviors of humpback whales, is the idea that humpback whales are special animals.
Incorrect – 4	The first paragraph of the selection includes a definition of the characteristics of mammals, stating that they are “warm-blooded animals with a backbone” and that mammals “give birth to live young” and “have hair and breathe air.” A student who focused too narrowly on the first paragraph and the similarities between all mammals may have incorrectly generalized that the entire text is about this limited idea. Practice in identifying how individual parts of a text create a broad, comprehensive main idea might benefit these students.

Part B

Rationales	
Incorrect – 1	This quotation is narrowly focused on the characteristics of mammals, which is only a small part of the overall main idea. A student who selected D as the answer to Part A may have felt that this quotation supported the main idea. Students may benefit from practice with connecting specific details to a larger idea.
Correct – 2	Students who recognized that the big idea that humpbacks are different would conclude that humpbacks are interesting and special.
Incorrect – 3	This quotation adds information about the size of humpback whales. Students who incorrectly concluded that the main idea of the passage was focused on the size of the animals may have believed that this quotation supported a main idea. Practice with comparing details from different parts of the text to identify a main idea may benefit students.
Incorrect – 4	In Part A, option B centers on the coloring of humpbacks. A student who incorrectly concluded that the overall main idea of the passage was related to coloring may have selected a quote about coloration to support this conclusion. Students may profit from practice with finding common elements among different ideas in a text.

Passage Information

Passage Code: TN194899	Passage Title: Excerpt from Gooney Bird Greene
Reporting Category: 1: Reading: Literature	Grade Level: 3
Lexile Level: 630	Flesch-Kincaid: 2.5
Passage Accnum 1: VR013224	Passage Accnum 2:

Read the passage and answer the questions that follow. Make sure you answer all of the questions.

Excerpt from *Gooney Bird Greene*

by Lois Lowry

Gooney Bird Greene is a new student in Mrs. Pidgeon's second grade class. Every day since she arrived, Gooney Bird has told her class an unusual story. When this passage starts, Gooney Bird has been in the class for almost a week. The school day has just begun, but Gooney Bird is not in the classroom.

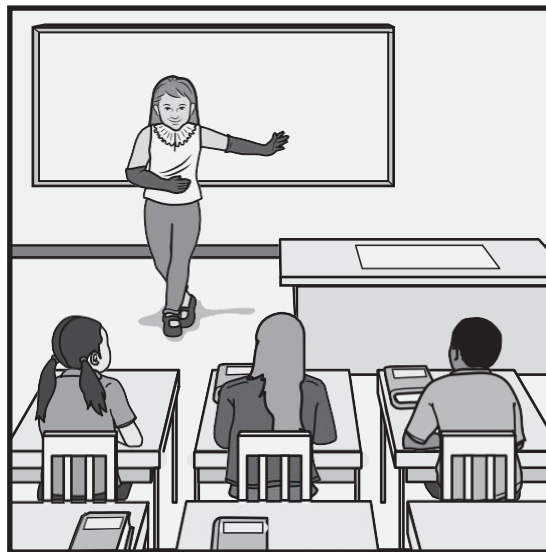
- 1 "Well," Mrs. Pidgeon said, "let's take out our social studies books, class. Let's turn to the chapter called 'Cities.'"
- 2 "But Gooney Bird isn't here!" Nicholas called.
- 3 "No," Mrs. Pidgeon said, "she isn't. She seems to be absent today. Maybe she has the chicken pox."
- 4 The class was silent. The room seemed sad. The lights seemed dim. Even the gerbils, who usually scurried noisily around in their cage, were very subdued. George Washington, in his portrait on the wall, looked as if he might cry any minute.
- 5 Slowly the children took their social studies books from their desks and turned to the chapter called "Cities."
- 6 Keiko began to cry very quietly. "I don't want to do social studies," she whimpered. "I feel too sad."
- 7 Malcolm crawled under his desk and curled up in a ball.
- 8 Suddenly the door to the room burst open.
- 9 "It's Gooney Bird!" everybody called. The lights seemed to brighten. The gerbils began to run in a circle, and George Washington seemed to smile.



- 10 Gooney Bird was out of breath. "I'm sorry I'm late," she said. "I am never, ever late for anything. I always set three alarm clocks, and I lay out my clothes the night before, and I even put toothpaste on my toothbrush before I go to bed so that I can brush my teeth quickly in the morning! But today—"
- 11 "Wait," she said. "I have to catch my breath." She stood in front of the class and took a few deep breaths. "There," she said. "I'm fine now."
- 12 She smoothed her red hair, which was flying about, and tucked it behind her ears. Today Gooney Bird was wearing gray sweatpants, a sleeveless white blouse with lace on the collar, and amazing black gloves that came up above her elbows.
- 13 "This morning," she explained, "I quite unexpectedly had to direct an orchestra."
- 14 "An orchestra?" asked Mrs. Pidgeon.
- 15 "Yes. A symphony orchestra."
- 16 Mrs. Pidgeon smiled. "I hear all sorts of interesting excuses for tardiness, but I have never heard that one before."
- 17 "I believe I'm unique¹," Gooney Bird said.
- 18 "Yes, you are, indeed. Did you wear your gloves when you were directing the orchestra?"
- 19 "Yes," said Gooney Bird, "as a matter of fact, I did. I found them very helpful."
- 20 All of the second-graders had their hands in the air and were pretending to lead orchestras. Even Malcom was back in his seat, using pencils as orchestra batons.

¹**unique:** unusual, different

- 21 Gooney Bird headed toward her desk. She looked around at the other children's open books. "I see we're in the middle of social studies," she said.
- 22 Mrs. Pidgeon slipped one foot out of a high-heeled shoe and rubbed it with her hand. Then she put her shoe back on. "Actually," she said, "I think the class would appreciate it if we held story time a little early today."
- 23 "YAY!" called all the children, and they closed up their social studies books.
- 24 "A Gooney Bird story?" Gooney Bird asked.
- 25 "Yes," said Mrs. Pidgeon.
- 26 "YES!" called all the children.
- 27 Gooney Bird smoothed her long gloves. She went back up to the front of the room. "Which one would you like today?" she asked. "'How Catman Was Consumed² by a Cow'?"
- 28 "I'd certainly like to hear about Catman and the cow sometime," Mrs. Pidgeon said. "Maybe tomorrow? But this morning I'd like to hear one called 'Why Gooney Bird Was Late for School Because She Had to Direct a Symphony Orchestra.'"



- 29 "Oh," Gooney Bird said. "All right. I could tell that."
- 30 "And it will be absolutely true?" asked Mrs. Pidgeon.

²consumed: eaten

- 31 "Of course," Gooney Bird said. "Have you forgotten? All of my stories are absolutely true."
- 32 Then she curtsied, and began.

Excerpt from *Gooney Bird Greene* by Lois Lowry. Houghton Mifflin, 2002. Copyright © 2002. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN0033685 Position No: 6 Grade Level: 3
Standard Code: 3.RL.KID.3
Passage Title 1: Excerpt from Gooney Bird
Standard Text: Describe characters in a story and explain how their actions
contribute to the sequence of events
Correct Answer: D,C

The following item has two parts. Answer Part A and then answer Part B.

Part A

How do the children feel at the beginning of the passage?

- A.** They are shocked that their friend is late.
- B.** They are bored by the lesson.
- C.** They are concerned about getting sick.
- D.** They are upset that their friend is missing.

Part B

Which sentence from the passage supports the answer in Part A?

- A.** "Let's turn to the chapter called "Cities."" (paragraph 1)
- B.** "Maybe she has the chicken pox." (paragraph 3)
- C.** "Malcolm crawled under his desk and curled up in a ball." (paragraph 7)
- D.** "Suddenly the door to the room burst open." (paragraph 8)

Part A

Rationales	
Incorrect – 1	While the children are affected by the absence of their friend, “shocked” does not accurately describe their feelings. In paragraph 4, the children are described as “silent” and “sad,” the gerbils are “subdued,” and a portrait of Washington “looked as if he might cry.” Paragraphs 6 and 7 add details about how the children reacted. Students who focused on paragraph 8, when the classroom door “burst open,” may have misunderstood the sequence of events and erroneously concluded that the children were shocked. However, this event does not occur at the beginning of the passage. These students may benefit from returning to the text to clarify the sequence of events.
Incorrect – 2	While in paragraph 6 Keiko states that she doesn’t “want to do social studies,” the preceding paragraphs use vivid imagery to depict the children as “silent” and “sad,” (paragraph 4) and the general mood of the classroom as sorrowful. Students may have focused on paragraphs 6 and 7 instead of the description in paragraph 4. They may also have misunderstood cause and effect, because the lesson had not actually begun when Gooney Bird arrives. Returning to the text to review the sequence of events may benefit students.
Incorrect – 3	In paragraph 3, Miss Pidgeon wonders if Gooney Bird possibly has the chicken pox. When Gooney Bird arrives, however, it is clear that she is healthy. Students may have focused on a trivial detail near the beginning of the text. The text does not support the conclusion that the children feared getting sick. Students might profit from practice returning to the text to gather details about how an author uses descriptive words to convey the feelings of characters.
Correct – 4	Students recognized the children’s feelings as they were described by the author. They were able to infer from descriptive words such as “silent,” “sad,” and “subdued” (paragraph 4) that the children were upset after Nicholas announced that “Gooney Bird isn’t here!” in paragraph 2.

Part B

Rationales	
Incorrect – 1	While this quote refers to beginning a social studies lesson, it is not related to the children being upset. Students who believed that the children were bored by the lesson may have selected this option because it is related to the lesson. Students may benefit from returning to the text to review the sequence of events.
Incorrect – 2	Although this quote is related to a possible illness, it is unrelated to the children being upset because their friend was absent. Students who mistakenly inferred that the children were concerned about getting sick may have selected this option because it refers to an illness. Students may profit from practice returning to the text to identify specific language the author uses to express the feelings of characters.
Correct – 3	Students understood that Malcolm's actions in paragraph 7 exemplify the idea that the children are upset because Gooney Bird has not arrived at school.
Incorrect – 4	While the door being flung open in paragraph 8 would support an erroneous inference that the children were shocked, this event is unrelated to the children being upset and sad as described in paragraph 4. The children may have been shocked that the door suddenly opened, but this did not occur at the beginning of the passage. These students may benefit from returning to the text to clarify the sequence of events.

Item Information

Item Code: TN0033671 Position No: 7
Standard Code: 3.FL.VA.7b.i
Passage Title 1: Excerpt from Gooney Bird
Greene

Grade Level: 3

Standard Text: Distinguish the literal and nonliteral meanings of words and phrases in context.

Correct Answer: C

What does the phrase “George Washington seemed to smile” in paragraph 9 help the reader understand?

- A.** The lesson is about American history.
- B.** The main character likes American history.
- C.** Everyone is glad to see the main character.
- D.** The teacher wants to make the lesson fun.

Rationales	
Incorrect – 1	Although the lesson is about social studies as noted in paragraph 5 and a picture of George Washington hangs on the wall of the classroom, these are unrelated details. In fact, in paragraph 5 the children open their books to a chapter called "Cities." The title of the chapter clearly implies that the topic of the chapter is related to civilization or society, not specifically to American history. Returning to the text to verify specific details before making an inference may bolster the skill of making inferences for these students.
Incorrect – 2	The main or focal character in the narrative is Gooney Bird, who arrives late, after the social studies lesson has been announced. The social studies lesson is not about history. The only reference to social studies Gooney Bird makes is in paragraph 21, when she says, "I see we're in the middle of social studies." Students may have understood that George Washington is a significant character in American history and mistook his seeming to smile with a reaction of the main character. Students may profit from practice returning to a text to verify details to support conclusions.
Correct – 3	Students understood that the mood of the classroom changed with the arrival of Gooney Bird. They also understood that the detail in paragraph 4 about George Washington looking "as if he might cry" is one part of how the author conveyed the mood in the classroom. The event of Gooney Bird's arrival in paragraph 9 changes the mood in the classroom, which is expressed through the detail about Washington's painting.
Incorrect – 4	Although smiling is typically associated with fun, the description of Washington's painting is unrelated to the teacher or the lesson. It is related to the mood of the classroom, expressed in paragraph 4 as "silent," "sad," and "subdued," which then changed when Gooney Bird arrived. Students with a superficial understanding of the events and characters in the story may have associated "smile" with "fun." Students would benefit from close reading of the text to understand the events of the plot as well as how authors use language to express the emotions of characters.

Item Information

Item Code: TN0033670 Position No: 8 Grade Level: 3
Standard Code: 3.RL.KID.3
Passage Title 1: Excerpt from Gooney Bird Greene
Standard Text: Describe characters in a story and explain how their actions contribute to the sequence of events.
Correct Answer: A

How does Gooney Bird's arrival affect the events in the passage?

- A.** Mrs. Pidgeon changes her plans.
- B.** The students learn something new.
- C.** Mrs. Pidgeon stops worrying.
- D.** The students behave badly.

Rationales	
Correct – 1	Students understood the effect Gooney Bird's late arrival had on the events in the narrative. The main character is absent at the beginning of the passage, and the teacher intends to move forward with the social studies lesson. In paragraph 21, after her late arrival, Gooney Bird notes that the class is "in the middle of social studies." In paragraph 22, Mrs. Pidgeon responds that the class will hold story time early, implying that instead of carrying on with the social studies lesson, she wants to hear Gooney Bird's story about conducting an orchestra.
Incorrect – 2	Although Gooney Bird's arrival causes Mrs. Pidgeon to change her plans, the story ends before Gooney Bird begins telling her story. While the children might have learned something new from the story, this is speculation and is not an event in the passage. Students may have erroneously concluded that students actually did learn something new, although this is not supported by any details in the text. Students might improve their ability to make inferences by identifying cause and effect events in text.
Incorrect – 3	While Mrs. Pidgeon wonders in paragraph 3 if Gooney Bird may have chicken pox, the author includes no descriptive details about Mrs. Pidgeon that might support a conclusion that she is worried. Students may have equated illness with worry without reflecting upon the actual events of the passage. Students might profit from practice in returning to the text to find specific details to support a conclusion.
Incorrect – 4	While the children exhibit unusual behaviors when they learn Gooney Bird may be absent, such as Keiko crying in paragraph 6 and Malcolm curling up under his desk in paragraph 7, the only response from the children when Gooney Bird arrives is announcing her arrival in unison. This is not an example of behaving badly. Students may have conflated the children's behaviors at the beginning of the passage with her arrival in paragraph 9. Returning to the text to examine the sequence of events may bolster students' skills in connecting events.

Item Information

Item Code: TN0033672 Position No: 9
Standard Code: 3.RL.CS.5
Passage Title 1: Excerpt from Gooney Bird Greene

Grade Level: 3

Standard Text: Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

Correct Answer: D

Why are paragraphs 10–13 important to the passage?

- A.** They describe the setting in the passage.
- B.** They explain what is going to happen next.
- C.** They show the main problem in the passage.
- D.** They get the reader’s attention.

Rationales	
Incorrect – 1	Details about the appearance of the classroom, which is the setting, are relayed in paragraphs 4 and 9, but not in paragraphs 10 through 13. Students may have confused Gooney Bird's description of her actions before bedtime along with the illustration after paragraph 9 to erroneously conclude that the setting of the passage is Gooney Bird's home instead of the classroom. Students may benefit from practice in returning to the text to verify specific details to support inferences.
Incorrect – 2	While paragraph 13 implies that the reader can expect Gooney Bird to tell a story about how she conducted an orchestra before coming to school, paragraphs 10 through 13 mostly focus on unusual details that develop Gooney Bird's quirky character and engage the reader. Students may have misunderstood how authors use vivid, descriptive details to draw the attention of readers. Practice in identifying descriptive language and inferring the author's purpose for using such words may benefit these students.
Incorrect – 3	While paragraphs 10 through 13 help readers understand why the children are fascinated by Gooney Bird, the main problem of Gooney Bird's absence is resolved before these paragraphs and is introduced in paragraphs 1 through 3. Students may have misunderstood how to identify a central problem in a narrative. Practice in mapping narrative structure and identifying common terms used to label story elements may help these students correctly identify the main problem of a narrative.
Correct – 4	Students understood that Gooney Bird's unusual behavior described in paragraph 10 along with her actions in paragraph 11, her unusual wardrobe described in paragraph 12, and her introduction of a surprising detail in paragraph 13 are strategies used by the author to build suspense and gain the attention of readers.

Item Information

Item Code: TN0033673 Position No: 10 Grade Level: 3
Standard Code: 3.RL.CS.6
Passage Title 1: Excerpt from Gooney Bird Greene
Standard Text: Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
Correct Answer: A

What is Mrs. Pidgeon's point of view about Gooney Bird?

- A.** Mrs. Pidgeon enjoys Gooney Bird's imagination.
- B.** Mrs. Pidgeon wants Gooney Bird to be more thoughtful.
- C.** Mrs. Pidgeon wishes Gooney Bird were more dependable.
- D.** Mrs. Pidgeon values Gooney Bird's helpful actions.

Rationales	
Correct – 1	Students needed to interpret Mrs. Pidgeon's point of view based on her reactions to and interactions with Gooney Bird. When Gooney Bird arrives at school and begins to tell her story (paragraphs 10 through 13), Mrs. Pidgeon doesn't react until paragraph 14, when she asks a clarifying question and paragraph 16, when she smiles. Despite Gooney Bird's unusual excuse for being tardy, Mrs. Pidgeon does not discipline her, but instead changes the lesson plan to allow Gooney Bird to tell her imaginative story.
Incorrect – 2	Although Mrs. Pidgeon comments on Gooney Bird's unexpected excuse for lateness in paragraph 16, she does so with a smile. Students may have incorrectly inferred from the children's dramatic reactions to Gooney Bird's absence in paragraphs 6 and 7 that Gooney Bird was behaving in a thoughtless, inconsiderate way. Practice in making connections between characters' actions and their motivations may benefit some students.
Incorrect – 3	Although Gooney Bird's actions of being initially absent, then tardy, then telling a fantastic story to explain her lateness could be labeled as undependable, Mrs. Pidgeon's reactions do not support a faulty conclusion that she believed Gooney Bird should be more dependable. Students may benefit from practice in identifying specific textual evidence to support their inferences.
Incorrect – 4	While the children cheer up and welcome Gooney Bird despite her lateness and Mrs. Pidgeon changes her lesson plan in paragraph 22 to give Gooney Bird an opportunity to tell her story, a conclusion that Gooney Bird was being helpful is erroneous. Mrs. Pidgeon indulges her students by allowing them to express themselves and by avoiding any discipline for Gooney Bird, but Gooney Bird's actions have been disruptive, not helpful. These students could benefit from opportunities to identify how authors reveal a character's reactions and motivations.

Passage Information

Passage Code: TN097528
Reporting Category: 1: Reading: Literature
Lexile Level: 590

Passage Title: Annika's Fireworks
Grade Level: 3
Flesch-Kincaid: 2.5

Read the passage and answer the questions that follow.

Annika's Fireworks

by Lisa Rosinsky

- 1 An orange firework burst overhead.
- 2 "Where do the sparkles go after they fall out of the sky?" Annika asked her family. "Do you know?"
- 3 Her little brother, Ben, gurgled and waved his tiny fist. "Great question," her mom said as she offered Annika a slice of watermelon. Her dad said, "Hmm," and adjusted his camera's lens.
- 4 Annika flopped down on the blanket her mom had spread on the grass. A white-and-gold firework blossomed high above the trees, and they heard a *pop-pop-bang!* echo down by the lake. Annika tipped her head all the way back. She watched the sparkles drip like glittering spray from a fountain before they disappeared into the dark. Kids were running between blankets all over the hilltop, kicking soccer balls, waving streamers.
- 5 This was her favorite day of the whole summer.
- 6 *Do the sparkles turn into stars? Annika wondered. Do they land in the treetops? Do they puddle up at the bottom of the lake in a mound of glitter?*
- 7 Two red fireworks shot across the sky like comets and burst into bright white lights that blinked on and off. Ben screamed happily and threw one of his shoes across the blanket. Her mom laughed and put it back on his foot. Her dad said, "Wow, look at that one!" and took a photo.
- 8 "Can I go look for sparkles?" asked Annika.
- 9 "When the show is over, honey," her mom said.
- 10 Annika wiggled her fingers like fireworks at Ben and said, "*Ka-boom!*"
- 11 After the show was done, all the families clapped. They talked about what a great fireworks show it was and wished each other a happy Fourth of July. Annika sighed. Her favorite day of the whole summer was almost over. Everyone started packing up to go.

12 Annika gathered the watermelon rinds and helped her mom fold the blanket. Annika's dad put away his camera and picked up Ben. Then Annika tugged her mother's sleeve. "May I go look for sparkles, please? Just for two minutes?"

13 "OK," Annika's mom said. "But stay where we can see you."

14 Annika ran to the edge of the field and looked around.

15 There were no orange sparkles in the grass.
There were no red sparkles in the trees.

16 But hanging in the air, where the field met the trees, were dozens and dozens of sparkles like the white-and-gold fireworks. They were blinking on and off. Annika reached out to touch one. It landed on her hand.

17 A firefly!! It had tiny wings and little legs that tickled as it crawled across her palm. It flashed once, twice, and then zoomed off into the trees.

18 Annika smiled. Maybe the fireworks were over, but she knew where to find sparkles for the rest of the summer.



"Annika's Fireworks" by Lisa Rosinsky. *Highlights for Children*, Highlights for Children, Inc., July 2016. Copyright © 2016. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN0033687 Position No: 11 Grade Level: 3
Standard Code: 3.RI.KID.3
Passage Title 1: Annika's Fireworks
Standard Text: Use text features to locate information relevant to a given topic
efficiently.
Correct Answer: C

Why are Annika's questions in paragraph 2 important to the rest of the passage?

- A.** The questions show that Annika thinks about the world in a strange way.
- B.** The questions hint at a change in how Annika feels about the holiday.
- C.** The questions hint at something Annika will try to learn.
- D.** The questions show a disagreement between Annika and her parents.

Rationales	
Incorrect – 1	While some students may not share the character's innate curiosity about a specific topic, their personal perspective about the topic should not interfere with their interpretation of the character's actions. In the context of the passage, Annika's questions are completely reasonable; her family doesn't react in a way that would label her perspective as "strange." Students may develop their interpretation skills by practicing identifying specific details to support an inference about a character.
Incorrect – 2	In paragraph 5, the author reveals that Independence Day is Annika's favorite holiday, while in paragraph 11, Annika is sad because "[h]er favorite day of the whole summer was almost over." The change in Annika's mood from happy to sad may have led some students to misinterpret her change in temperament to incorrectly infer that Annika no longer enjoys this holiday. Close reading of a text to identify evidence of a character's mood or perspective may benefit some students.
Correct – 3	Students understood that Annika's questions revealed her curious nature and desire to solve a mystery. They connected a character's action of asking questions to a problem that would be solved by the end of the narrative.
Incorrect – 4	Questions may be part of a disagreement, but in this instance Annika's questions reveal her curiosity about fireworks. Students may have focused on paragraph 9, when Annika's mother asks her to wait until the event is over to form an incorrect inference that there was a disagreement. These students could benefit from opportunities to identify how authors use specific actions of characters in a text to develop the plot.

Item Information

Item Code: TN0033886 Position No: 12 Grade Level:
3 Standard Code: 3.FL.VA.7b.i
Passage Title 1: Annika's Fireworks
Standard Text: Distinguish the literal and nonliteral meanings of words and
phrases in context
Correct Answer: D

Read this sentence from paragraph 4 of the passage.

She watched the sparkles drip like glittering spray from a fountain before they disappeared into the dark.

What image do the words in the sentence suggest?

- A.** fire
- B.** rock
- C.** wind
- D.** water

Rationales	
Incorrect – 1	Fire can sparkle and glitter and "fire" is part of the compound word "fireworks." However, sparkling and glittering are not limited to fire. These students may have given more weight to these words than to "drip," "spray," and "fountain." Practice with identifying figurative language used to create imagery may benefit these students.
Incorrect – 2	A fountain can be built using rocks, but students who selected this option did not understand how the author created imagery through the use of the words "drip," "spray," and "fountain." Discussion to investigate students' thought processes and focus on how writers create imagery may benefit these students.
Incorrect – 3	While wind or air is an element in the same sense that fire, earth, and water are, the text does not offer any support for an incorrect interpretation that this sentence evokes an image of wind. Students may benefit from practice in interpreting visual imagery and identifying specific words related to how writers create imagery.
Correct – 4	Students understood that the author used the words "drip," "spray," and "fountain" to evoke an image of moving water to describe the movement of the glittering sparks from the fireworks. This requires understanding that authors use words in a nonliteral, descriptive way to create imagery.

Item Information

Item Code: TN187791 Position No: 13 Grade Level: 3
Standard Code: 3.RI.KIS.3
Passage Title 1: Annika's Fireworks
Standard Text: Describe characters in a story and explain how their actions
contribute to the sequence of events.
Correct Answer: A

What does paragraph 11 show about Annika?

- A.** She is sad that the holiday is coming to an end.
- B.** She is concerned about learning where the sparkles went.
- C.** She is worried that she will not get to see her friends again.
- D.** She is upset that her mom will not let her search for sparkles.

Rationales	
Correct – 1	Students understood the feelings of sadness implied by “Annika sighed” and “[h]er favorite day of the whole summer was almost over” in paragraph 11. They linked information from paragraph 5, which states that “[t]his was her favorite day of the whole summer” to the information in paragraph 11 to infer that the end of the holiday would create sadness in Annika.
Incorrect – 2	While Annika does continue her quest to understand where the sparkles from fireworks go in paragraph 12 when she asks again to “look for sparkles,” this is simply a continuation of her earlier curiosity. Her sigh in paragraph 11 along with the information that “[h]er favorite day of the whole summer was almost over” express sadness, not curiosity. Students may benefit from practice in returning to the text to find specific information to verify their inferences about characters.
Incorrect – 3	Annika expresses no feelings about her friends in paragraph 11 or throughout the passage. Students may have projected their personal feelings about isolation during the summer onto Annika. Practice in close reading of text to find specific evidence for an inference about a character may benefit these students.
Incorrect – 4	While Annika was eager to look for sparkles, her mother granted her permission to do so in paragraph 9 and again in paragraph 13. Students correctly understood her eagerness but did not take into account the evidence that Annika’s mother had already granted her permission. Students may benefit from practice connecting characters’ moods or perspectives as they relate to events in a plot.

Item Information

Item Code: TN187733 Position No: 14 Grade Level: 3
Standard Code: 3.RL.KID.1 Item Accnum: VR014388
Passage Title 1: Annika's Fireworks Passage Title 2:
Passage Code 1: TN097528 Passage Code 2:
Standard Text: Ask and answer questions to demonstrate understanding of a text,
referring explicitly to the text as a basis for the answers.
Reporting Category: 1: Reading: Literature
Correct Answer: D DOK Level: 2 Item Type: O

Item Information

Item Code: TN187733 Position No: 14 Grade Level: 3
Standard Code: 3.RL.KID.1
Passage Title 1: Annika's Fireworks
Standard Text: Ask and answer questions to demonstrate understanding of a text,
referring explicitly to the text as a basis for the answers.
Correct Answer: D

What happens **first** after the fireworks show ends?

- A.** Annika sits on the blanket with her mom.
- B.** Annika sees fireflies near a group of trees.
- C.** Annika looks to see where the sparkles went.
- D.** Annika helps her mom clean up.

Rationales	
Incorrect – 1	While Annika and her mom sit on the blanket earlier in the story, this occurs <i>during</i> the fireworks show, not after it ends. Students misunderstood details within the sequence of events that make up the plot. Students may benefit from explicit practice in mapping out the events of a narrative to identify a narrative's plot.
Incorrect – 2	Annika does see fireflies after the show ends as described in paragraphs 16 and 17, but this occurs <i>after</i> she has "gathered the watermelon rinds and helped her mom fold the blanket" as noted in paragraph 12. Students misunderstood the sequence of events by selecting an event that happened after the fireworks show ends, but not the first event after the show ends. Mapping out specific events that make up the plot of a narrative may benefit some students.
Incorrect – 3	Annika does look to see where the sparkles went after the show ends as described in paragraphs 14 and 15, but this occurs <i>after</i> she has "gathered the watermelon rinds and helped her mom fold the blanket" as noted in paragraph 12. Students misunderstood the sequence of events by selecting an event that happened after the fireworks show ends, but not the first event after the show ends. Practice with identifying story structure by mapping out specific events that make up the plot of a narrative may benefit some students.
Correct – 4	Students connected information in paragraph 11, which stated that the show was done, with events in paragraph 12, which shows that "Annika gathered the watermelon rinds and helped her mom fold the blanket." These paragraphs delineate a sequence of events within the plot of the narrative.

Subpart 2: Passage Set with Constructed Response Essay Prompt

Passage Information

Passage Code: TN861679	Passage Title: Excerpt from Air is Everywhere
Reporting Category: 999: Unmapped	Grade Level: 3
Lexile Level: 540	Flesch-Kincaid: 1.6
Passage Accnum 1: VR013092	Passage Accnum 2:

Read the passage and answer the questions that follow. Make sure you answer all of the questions.

Excerpt from *Air is Everywhere*

by Melissa Stewart

Where is Air



- 1 Wherever you go, air is all around you. Air fills your home. It seeps inside the tiniest cracks. Air blows at the park. It flows through the sky. You can't see air, but you can feel it.

- 2 Hold your hand in front of your mouth and blow out. What does air feel like as it leaves your body?
- 3 Now go to a large open area and run as fast as you can. Can you feel air pressing against your skin? Place a piece of paper against your stomach and run some more. The paper stays flat against you. It doesn't fall because air holds it in place.
- 4 Let's do some experiments and see what else we can find out about the air around us

You Can Tell There's Air Inside a Bag

- 5 Even when you can't feel air, there are ways to tell it's there. Tear up a sheet of paper into many pieces, and drop the pieces into a clear, plastic bag. Gather up the bag's opening in one hand. Then slip a straw into the opening and blow. Hold your hand tight around the straw and bag. What happens? How do you know there's air in the bag?
- 6 There's also air inside a bicycle's tires and a basketball. Without air, you couldn't ride to the playground for a game of hoops!

See How Air Takes Up Space Inside a Glass

- 7 Air takes up space that isn't filled by other things. It's inside an oven, a wastebasket, and even an empty glass.
- 8 To see the air inside an empty drinking glass, fill up your kitchen sink with water. Get a glass that is shorter than the sink and that you can see through. Then stuff a napkin into the glass. Turn the glass upside down, and carefully lower it straight into the sink. Lower the glass all the way so that the water covers it.
- 9 Do you think the napkin will get wet? Keeping the glass upside-down, lift it out of the water and see. The glass is full of air, so water can't get inside. Air keeps the napkin dry!

Excerpt from *Investigate Science: Air is Everywhere* by Melissa Stewart. Copyright © 2005, Compass Point Books. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN327786 Position No: 15 Grade Level: 3
Standard Code: 3.RI.CS.4
Passage Title 1: Excerpt from Air is
Everywhere
Standard Text: Determine the meaning of words and phrases in a text relevant to a grade 3
topic or subject area.
Correct Answer: D

What is the meaning of the word seeps as it is used in paragraph 1?

- A.** peeks in quietly
- B.** flies around quickly
- C.** stays in the same space
- D.** passes through a small opening

Rationales	
Incorrect – 1	Students did not understand that air, as an inanimate substance without the sense of sight, is not able to "peek in." Although moving air may be quiet, peeking in quietly into tiny cracks does not fit logically with the meaning of the overall paragraph. These students may need practice returning to the text and locating where authors provide support for readers to understand new words.
Incorrect – 2	Although paragraph 1 states that air "blows" and "flows," the overall meaning of the paragraph does not support the idea that air "flies around quickly" "inside the tiniest cracks." This idea does not fit into the context of the paragraph. Explicit practice in locating words or phrases that support meaning may benefit these students.
Incorrect – 3	While staying in the same place is related to movement in that it is a lack of movement, this meaning does not logically fit with the sense of the paragraph. The previous sentence states that "[a]ir fills your home," which implies lack of movement. The following sentences touch on movement of air. The notion that air sits still in tiny cracks does not add meaningful information to the paragraph. These students may benefit from practice returning to a text to locate words or phrases that clue specific meaning.
Correct – 4	Students understood that the meaning of a word can be hinted at or revealed through the meaning of nearby, related words or phrases. Paragraph 1 states that air "blows" and "flows," which indicate movement of air. Air is described as seeping "inside the tiniest cracks," which implies "a small opening." Students were able to connect the movement of air and a small opening to identify the meaning of "seeps."

Item Information

Item Code: TN927767 Position No: 16 Grade Level: 3
Standard Code: 3.RI.KID.2
Passage Title 1: Excerpt from Air is
Everywhere

Standard Text: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Correct Answer: B

Which sentence from the passage **best** supports the idea that experiments can teach us about air?

- A.** "Air fills your home." (paragraph 1)
- B.** "It doesn't fall because air holds it in place." (paragraph 3)
- C.** "Hold your hand tight around the straw and bag." (paragraph 5)
- D.** "Get a glass that is shorter than the sink and that you can see through." (paragraph 8)

Rationales	
Incorrect – 1	While the statement that “[a]ir fills your home” is a fact related to air, it is not given in the setting of an experiment. Readers who selected this option may have looked at paragraph 1 to determine the topic of the passage overall but failed to search for information about experiments related to air. These students may benefit from practice returning to a text to skim or scan for specific keywords.
Correct – 2	Students understood that this sentence states a result or lesson learned from an experiment described in paragraph 3. The sentence goes beyond steps in an experiment to deliver the experimental result that air is substantial enough to hold an object in place.
Incorrect – 3	Although this step from paragraph 5 is one part of a process of exploring how one knows that a bag holds air, it is only a step in the experiment, not a result or outcome. The sentence and paragraph do not deliver any kind of a conclusion; the paragraph ends with a question, not an outcome or lesson. These students might profit from practice in comparing various related ideas from a text to determine how to differentiate a step in a process from its outcome.
Incorrect – 4	This step from paragraph 8 is one part of a process of exploring how one knows that a glass holds air, which takes up space, but it is merely a step in the experiment, not a result or outcome. The result of this experiment is present in the text, but the result is explained in paragraph 9: “The glass is full of air, so water can’t get inside.” These students might profit from practice in comparing various related ideas from a text to determine how to differentiate a step in a process from its outcome.

Item Information

Item Code: TN127799 Position No: 17 Grade Level: 3
Standard Code: 3.RI.IKI.7
Passage Title 1: Excerpt from Air is
Everywhere

Standard Text: Use information gained from illustrations and the words in a text to
demonstrate understanding of a text.

Correct Answer: A

What does the picture **best** help the reader understand about air?

- A.** that air pushes against moving objects
- B.** the speed that air blows at a park
- C.** that air takes up space not filled by other things
- D.** how warm air feels when you are outside

Rationales	
Correct – 1	Students understood that information from paragraph 3, “[the paper] doesn’t fall because air holds it in place,” can be related to the illustration of children running with kites. Students were able to extend the information about running with a piece of paper to running holding a kite string, where the kite is equivalent to the piece of paper in the experiment.
Incorrect – 2	Although the illustration shows children at a park, the speed of air blowing is not specifically addressed in the passage. Students may not have made a connection between the ideas in the text and the illustration but may have used prior experience with flying a kite on a windy day. Students may benefit from practice identifying the main idea of a text, which is key to understanding the purpose of an illustration.
Incorrect – 3	While this is a significant idea in the text, it is not related in any way to the illustration. The fact that air takes up space not filled by other things would be difficult to illustrate in a meaningful way. Practice with connecting important ideas in a text with the content and purpose of an illustration may benefit these students.
Incorrect – 4	While the illustration shows children playing outside, there is no indication in the picture that the air is particularly hot. Air temperature is not addressed in the text, so students may have applied their personal experience about outside temperatures to this illustration. Connecting the important ideas in a text to the content and purpose of an illustration through practice may benefit these students.

Item Information

Item Code:	TN927814	Position No:	18	Grade Level:	3
Standard Code:	3.W.RBPK.8	Item Accnum:	VR013886		
Passage Title 1:	Excerpt from Air is Everywhere	Passage Title 2:			
Passage Code 1:	TN861679	Passage Code 2:			
Standard Text:	Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.				
Reporting Category:	4: Written Expression				
Correct Answer:		DOK Level:	4	Item Type:	O

Writing Prompt

You have just read a passage about air. You can feel air around you when you are running. Write a paragraph describing other times when you can feel air around you.

You may use information from your own experiences and knowledge about the topic in your response.

Be sure to

- Answer the prompt completely.
- Write at least one paragraph.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.
- Provide evidence from the passage to support your response.

Take a few minutes to think about the passage and the prompt so you can plan your response before you begin to write. You may read the passage and the writing prompt again to yourself. Do your best to write a clear and complete response.

TNReady Grade 3 Writing Rubric

Score	Focus, Organization, and Development	Language and Conventions
4	<p>The response:</p> <ul style="list-style-type: none"> fully addresses the prompt. is a cohesive paragraph and includes a clear introduction and conclusion. includes relevant and sufficient supporting details or evidence from the passage. utilizes a consistent mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates consistent command of language.¹ utilizes a variety of appropriate linking words and phrases. demonstrates consistent command of grade-level conventions of standard written English. contains few, if any, errors in grammar, spelling, capitalization, and/or punctuation.
3	<p>The response:</p> <ul style="list-style-type: none"> generally addresses the prompt. is a paragraph and includes an adequate introduction and conclusion. includes adequate supporting details or evidence from the passage. utilizes a mostly consistent mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates adequate command of language.¹ utilizes appropriate linking words and phrases. generally demonstrates adequate command of grade-level conventions of standard written English. contains errors in grammar, spelling, capitalization, and/or punctuation, but they do not interfere with understanding.
2	<p>The response:</p> <ul style="list-style-type: none"> partially addresses the prompt. lacks the cohesion of a paragraph and may contain a limited, weak introduction and/or conclusion. includes some supporting details or evidence from the passage. may attempt to utilize a mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates inconsistent command of language.¹ utilizes basic and/or repetitive linking words and phrases. demonstrates inconsistent command of grade-level conventions of standard written English. contains some errors in grammar spelling, capitalization, and/or punctuation, and they may interfere with understanding.
1	<p>The response:</p> <ul style="list-style-type: none"> attempts to address the prompt, but ideas are unclear. consists mostly of disjointed sentences and/or phrases. lacks supporting details or evidence from the passage. is too limited to discern a mode of writing. 	<p>The response:</p> <ul style="list-style-type: none"> illustrates little, if any, use of appropriate language.¹ utilizes few, if any, linking words and phrases. demonstrates little, if any, use of grade-level conventions of standard written English. contains numerous errors in grammar spelling, capitalization, and/or punctuation that impede understanding.

¹ Language refers to the use of grade appropriate words and phrases.

NOTE: Due to the limited amount of writing required by grade 3 writing prompts (one paragraph), we have combined the previous four scoring criteria into two sections: "Development" has been combined with "Focus and Organization," while "Language" has been combined with "Conventions." Each of the two categories is scored on a four-point scale for a scoring structure of 4 points x 2 categories = 8 points.

Additional Resources

- [Information on Tennessee's Assessment Program](#)
- [Tennessee Academic Standards for ELA](#)
- [The Standards for ELA](#)
- [Assessing Student Learning Reopening Toolkit](#)
- [Assessment Development LiveBinder Resource Site](#)
- [Best for All Central](#)

Contact Information

Casey Haugner-Wrenn | Assistant Commissioner, Assessment

(615) 290-2864

Casey.Haugner@tn.gov

Clay Sanders | Director of Assessment Development

(615) 308-9298

Christopher.C.Sanders@tn.gov

Denette Kolbe | Sr. Director Assessment Logistics

(615) 330-3741

Denette.Kolbe@tn.gov

Eric Wulff | Director of Formative Assessment

Eric.Wulff@tn.gov

Sandy Qualls | ELA Assessment Manager

(615) 232-4375

Sandy.Qualls@tn.gov

Banks Lyons | ELA Coordinator

(615) 927-1556

Banks.Lyons@tn.gov

Phuong Nguyen | ELA Coordinator

(615) 961-9882

Phuong.Nguyen@tn.gov