

**Alabama Comprehensive Assessment Program  
(ACAP)**

**Summative**

**Item Specifications**

**English Language Arts**

**Grade 3**

# **Alabama Comprehensive Assessment Program (ACAP) Summative Item Specifications English Language Arts, Grade 3**

The *Alabama Comprehensive Assessment Program (ACAP) Summative* item specifications are based on the development of summative assessments that measure the Alabama Course of Study Standards. The item specifications define the purpose of the *ACAP Summative* and provide important information regarding the content to be measured. The item specifications also serve as a road map to guide Alabama educators in the development and subsequent review of items that best measure the Course of Study Standards for a given grade and subject area. Each item specification is aligned to the given strand, subcategory, and standard and includes the following key information:

- Evidence statements
- Content limits/constraints
- Recommended Webb’s Depth of Knowledge (DOK) or cognitive levels
- Item types for measuring a given standard
- Information regarding whether context is allowable
- Sample item stem information

The appendices to this document include sample test items, along with information about the item, including item type, page reference, alignment, point value, depth of knowledge, and answer key. These sample items are provided to be an additional resource for educators to help guide instruction and assessment-building in the classroom. Teachers can use the sample items as models when leading classroom discussion as well as creating items for classroom tests or quizzes. In each sample item, the level of rigor needed in the item in order to align with the content standard is evident.

## Definitions

**Course of Study Standards:** The course of study standards are a set of content curriculum statements that define what students should know and be able to do at a given grade level. The goal is to prepare students for future opportunities and options in the workplace and for everyday life. Through the implementation of the *Alabama Course of Study: English Language Arts*, students will be well equipped for the workforce upon graduation or be ready to pursue higher levels of education in Alabama’s colleges and universities.

**Strand:** A strand is a group of related content standards. Reading Literature, Reading Informational Text, Writing, and Language are the strands for Grade 3 English Language Arts.

**Subcategory:** A subcategory is a smaller grouping of standards within the strand. For example, in the strand of Reading Literature are the subcategories of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

**Standard:** The standard defines what students should understand (know) and be able to do at the conclusion of a course or grade. The standard text in the item specification is preceded by a standard identifier: for example, RI.3.12 indicates the strand as Reading Informational Text, the student grade level as third (3), and the standard number as twelve (12).

**Evidence Statements:** Evidence statements are closely aligned to the standard and do not deviate from the requirements of the standard. Standards that are substantial in content do provide for a better opportunity to “go deeper into the standard,” which is the case for many of the Alabama Course of Study Standards. The evidence statements serve that purpose.

**Assessment Limits/Content Constraints:** Assessment limits and/or content constraints define the range of content knowledge and degree of difficulty that is required when items are written to measure a given standard.

**Depth of Knowledge (DOK):** Depth of knowledge involves the cognitive complexity or the nature of thinking regarding a given item. Webb’s Depth of Knowledge levels are used in the development of items for cognitive demand. Therefore, when developing items for depth of knowledge, the item should be as demanding cognitively as what the actual standard expects. Webb’s Depth of Knowledge includes four levels, from the lowest (basic recall) to the highest (extended thinking). The English language arts *ACAP Summative* assessment items are written to one of three cognitive levels of complexity as follows:

- Level 1: Recall
- Level 2: Application of a Skill/Concept
- Level 3: Strategic Thinking

**Item Types:** The *ACAP Summative* assessments are composed of various item types. These are described in the following section.

**Text Types/Context:** Text Types/Context provides information regarding the types of stimulus materials that must be used with or in the items. If a text type is present, that means that the item is to be drawn from the content of the text. If context is noted as “Allowed” in the item specification, then the item may use context. If context is required, then the item measuring the given standard must have context. If no context is noted in the item specification, the item measuring the given standard must not have context.

**Sample Item Stem Information:** A statement that explains what students are expected to do when they respond to a given item.

## Item Types

The *Alabama Comprehensive Assessment Program (ACAP) Summative* assessments are composed of various item types. These item types are described below.

**Multiple-Choice (MC) Items:** MC items have four answer choices, including three distractors and one correct answer. Distractors for English language arts represent common misconceptions, incorrect logic, incorrect understanding of a text, etc. A correct response to an MC item is worth one score point in the English language arts *ACAP Summative*.

**Multiple-Select (MS) Items:** MS items are similar in structure to MC items. MC items have a stem and four answer options, one of which is correct. However, unlike an MC item, an MS item is composed of more than four options and more than one correct answer. In other words, multiple responses are required for a given MS item. For English language arts, there are two types of MS configurations. One has five answer options, two of which are correct, and one has six answer options, two or three of which are correct. Directions for the number of options to select are provided with each item. A correct response to an MS item is worth two score points in the English language arts *ACAP Summative*.

**Evidence-Based Selected-Response (EBSR) Items:** EBSR items have two parts. The first part answers an inferential or key concept question related to a text and includes one correct response. The second part may focus on evidence from the text to support the inference or key concept in the first part or may focus on an inference or statement that continues from the first part. The second part varies depending on the standard being assessed. The second part includes one correct response. A correct response to an EBSR item is worth two score points in the English language arts *ACAP Summative* when both parts are correct.

**Technology-Enhanced (TE) Items:** TE items share the same functional structure as traditional paper-and-pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. These items require the use of one or more tools. A correct response to a TE item is worth one or two score points in the English language arts *ACAP Summative*. English language arts TE items include, but are not limited to, the following:

- **Drag and Drop Input:** These TE items provide a student with draggable entities that can be configured to be used once or multiple times.
- **Drop-Down List Input:** These TE items allow a student to select elements in drop-down lists that can be embedded within text or tables.
- **Hot Text:** These TE items allow a student to select words, phrases, or sentences in a paragraph or paragraphs to address a task.
- **Matching:** These TE items allow for the use of text or graphics as the matching objects. For example, the student selects one object and then selects a second object to connect them.
- **Matching Table:** These TE items include a table with multiple rows and columns, and the student makes matches between the given elements in the rows and columns. The table can be customized to allow for only a single selection in a row and/or column or for multiple selections within each.

**Performance Task—Text-Dependent Writing (TDW) Items:** TDW items appear only in English language arts grades 4–8. TDWs require the student to provide a literary analysis of a reading passage, passage set, or other type of stimulus that the student has read during the test event. A student is then asked to draw on basic writing skills while inferring and synthesizing information from the passage, passage set, or other stimulus (using and referencing content from the source[s] to support the analysis) in order to develop a

comprehensive, holistic essay response. TDW items frequently ask students to analyze and explain in detail a more complex line of reasoning.

The demand required of a student’s reading and writing skills in response to a TDW item is similar to the demands required for a student to be college and career ready. TDW items are scored using a 4-point rubric.

# Reading



## **Item Specifications for Grade 3 English Language Arts: Reading**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Reading has two strands: Reading Literature and Reading Informational Text.

Each Reading strand has three subcategories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Evidence Statements</b>	<p>The student will ask and answer questions to demonstrate understanding of a text.</p> <p>The student will refer explicitly to a text to support a larger idea or connection.</p>
<b>Assessment Limits / Content Constraints</b>	<p>Determining the correct response will require an understanding of ideas and/or events directly stated in the text or a portion of the text.</p> <p>Determining the correct response will require the use of details and/or events stated explicitly in the text to support a larger idea or connection.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which sentence from the passage explains why Michael wants to interview his grandfather?

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<b>Evidence Statements</b>	<p>The student will recount stories, including fables, folktales, and myths from diverse cultures.</p> <p>The student will determine the central message, lesson, or moral.</p> <p>The student will explain how the central message, lesson, or moral is conveyed through key details in the text.</p>
<b>Assessment Limits / Content Constraints</b>	<p>Determining the correct response will require an understanding of the central theme, message, lesson, or moral of a literature text.</p> <p>Determining the correct response will require an understanding of the key elements of a literature text and the ability to distinguish the most important details from the least important details in a literature text.</p> <p>Determining the correct response will require an understanding of the details in the text that support a central theme, message, lesson, or moral of the text.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which description <b>best</b> retells what happens in the passage?

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Evidence Statements</b>	<p>The student will describe characters in a story (e.g., their traits, motivations, or feelings).</p> <p>The student will explain how the characters’ actions contribute to the sequence of events.</p>
<b>Assessment Limits / Content Constraints</b>	<p>Determining the correct response will require an analysis of characters in a literature text.</p> <p>Determining the correct response will require an understanding of the relationship between a character’s action and the advancement of the plot, including, but not limited to, cause and effect relationships and problem and solution relationships. It will also require drawing conclusions about how a character’s actions contribute to the plot.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	How do Robbie’s questions <b>most</b> contribute to the sequence of events?

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>Evidence Statements</b>	The student will determine the meaning of words and phrases in both literal and nonliteral language as they are used in the text.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of the difference between literal and nonliteral meanings of words and phrases as they are used in context. The focus of the standard is to distinguish between literal and nonliteral meanings of words. For example, <i>blue</i> refers to a color as well as a feeling. Context may be included in the item to help distinguish the literal or nonliteral meaning of the target word.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>	Choose the underlined words that <b>best</b> help the reader know the meaning of the word <u>injured</u> . Choose <b>two</b> answers.
<b>(as applicable)</b>	[Sentences are included with hot text functionality so the student can select two words.]

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>Evidence Statements</b>	The student will refer to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.  The student will describe how each successive part builds on earlier sections.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of the parts of a literature text.  Determining the correct response will require an analysis of how the specific chapters, scenes, or stanzas contribute to the structure of a literature text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	In “The Legend of the Black Fish,” how does the meeting between Natsilane and the sea lion affect the rest of the passage?

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
<b>Evidence Statements</b>	The student will distinguish their own point of view from that of the narrator or those of the characters.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an analysis of the narrator’s point of view or the characters’ points of view.  Determining the correct response may also require distinguishing the reader’s point of view from that of the narrator or those of the characters.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	From whose point of view is the passage told?

**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>Evidence Statements</b>	The student will explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an analysis of the text’s illustrations.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	How does the illustration add to the details in the passage?



**Item Specifications for Grade 3 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RL.3.8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>Evidence Statements</b>	<p>The student will compare and contrast themes written by the same author about the same characters or similar characters.</p> <p>The student will compare and contrast settings written by the same author about the same characters or similar characters.</p> <p>The student will compare and contrast plots of stories written by the same author about the same characters or similar characters.</p>
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of similarities and differences in how an author treats the same or similar characters, themes, settings, and plots in different texts. The intent of the standard is to have students compare and contrast how an author treats the same or similar characters, themes, settings, and plots in different texts.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	<p>Complete the table by selecting the setting details that match each passage. Each passage title will be matched to more than one setting detail.</p> <p>[A matching table is presented. Students will make selections in the table regarding details from passage 1 and passage 2.]</p>

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.3.10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Evidence Statements</b>	The student will ask and answer questions to demonstrate understanding of a text.  The student will refer explicitly to a text to support a larger idea or connection.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of ideas and/or events directly stated in the text or a portion of the text.  Determining the correct response will require the use of details and/or events stated explicitly in the text to support a larger idea or connection.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Based on the information in “Our National Bird,” how did bald eagles get their name?

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.3.11. Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>Evidence Statements</b>	The student will determine the main idea of a text.  The student will recount the key details and explain how they support the main idea.
<b>Assessment Limits / Content Constraints</b>	The main idea of a text may be explicitly stated or implied. The correct response may be a main idea either explicitly stated in or concluded about the text.  Determining the correct response will require an understanding of the details in the text that support a main idea. Incorporating several key points or ideas that support the main or central idea often develops or supports a central idea of a text. The correct response may be a text detail or a statement that supports the central idea.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which sentence <b>best</b> states the main idea of “The Ruby-Throated Hummingbird”?

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.3.12. 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 and effect.
<b>Evidence Statements</b>	<p>The student will describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause and effect.</p> <p>The student will describe the relationship between a series of scientific ideas, using language that pertains to time, sequence, and cause and effect.</p> <p>The student will describe the relationship between a series of scientific concepts, using language that pertains to time, sequence, and cause and effect.</p> <p>The student will describe the relationship between a series of steps in technical procedures, using language that pertains to time, sequence, and cause and effect.</p>
<b>Assessment Limits / Content Constraints</b>	<p>Determining the correct response will require an understanding of the relationships between and among the events, ideas, concepts, and/or steps in a text. The correct answer will include text-specific information.</p> <p>Determining the correct response may require an understanding of key words that signal time, sequence, or cause and effect. The item may focus on specific words that signal specific relationships.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity

Sample Item Stem Information (as applicable)	<b>Part A</b>
	According to “Our National Bird,” why were bald eagles placed on the endangered species list?
	<b>Part B</b>
	Which sentence from the passage <b>best</b> supports the answer in part A?

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.3.13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i> .
<b>Evidence Statements</b>	<p>The student will determine the meaning of general academic language words or phrases in a text relevant to a Grade 3 topic or subject area.</p> <p>The student will determine the meaning of domain-specific words or phrases in a text relevant to a Grade 3 topic or subject area.</p>
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of the meaning of general academic words or domain-specific words.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	<p>Read the paragraphs from “The Ruby-Throated Hummingbird.”</p> <p>At the end of the summer, the weather becomes cooler and their favorite flowers are probably no longer in bloom. So the hummingbirds prepare to <u>migrate</u> south.</p> <p>They spend late fall and winter in Mexico and Central America, where the weather is warmer and food is available.</p> <p>What is the meaning of <u>migrate</u> as used in the sentence?</p>

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.3.14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>Evidence Statements</b>	The student will use text features and search tools to efficiently locate information relevant to a given topic.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of how to use text features and search tools to locate information. The item stem may focus on the use or purpose of a text feature or search tool. The correct answer will relate to the use or purpose of a particular text feature or search tool.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Under which heading in “The Ruby-Throated Hummingbird” could information be found about how fast hummingbirds can move?

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.3.15. Distinguish their own point of view from that of the author of a text.
<b>Evidence Statements</b>	The student will distinguish their own point of view from that of the author of a text.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of the author’s point of view (perspective) and how a reader may bring his or her own point of view to the text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	What is most likely the author’s point of view in the passage?



**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.3.16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>Evidence Statements</b>	<p>The student will use information gained from illustrations.</p> <p>The student will use illustrations and the words in a text to demonstrate understanding of the text.</p>
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of connections between the information presented through words and the information presented visually. The correct response will connect the illustrations and the words in the text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	How is the information in the map <b>best</b> supported by details in the passage?

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.3.17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).
<b>Evidence Statements</b>	The student will describe the logical connection between particular sentences and paragraphs in a text.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of the connection between sentences and paragraphs in a text, including identifying and describing the use of organizational patterns to convey information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b> (as applicable)	In “Our National Bird,” how are the ideas in the paragraphs under “What Do Bald Eagles Look Like?” connected?

**Item Specifications for Grade 3 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.3.18. Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Evidence Statements</b>	The student will compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of similarities and differences between important points and key details presented in two texts on the same topic. Students must compare and contrast these aspects of the two texts.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	How are “The Ruby-Throated Hummingbird” and “Our National Bird” alike?

# Writing

## **Item Specifications for Grade 3 English Language Arts: Writing**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Writing has two subcategories: Text Types and Purposes and Research to Build and Present Knowledge.

**Item Specifications for Grade 3 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.3.22. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>
<b>Evidence Statements</b>	<p>The student will introduce a topic or text.</p> <p>The student will state an opinion.</p> <p>The student will create an organizational structure that lists reasons.</p> <p>The student will provide reasons that support the opinion.</p> <p>The student will link the opinion and reasons using words and phrases (e.g., <i>because, therefore, since, for example</i>).</p> <p>The student will provide a concluding statement or section.</p>
<b>Assessment Limits / Content Constraints</b>	Sentence(s) or paragraph(s) in item stem.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed

<p>Sample Item Stem Information (as applicable)</p>	<p>Read the opinion paragraph.</p> <p>The play we saw last night was done very well. The woman who had the leading role made us laugh and cry. The costumes looked very natural. The play was good for all these reasons.</p> <p>Which other reason could <b>best</b> be added to the paragraph to support the opinion stated in the first sentence?</p>
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**Item Specifications for Grade 3 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.3.23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>
<b>Evidence Statements</b>	<p>The student will introduce a topic clearly.</p> <p>The student will group related information together.</p> <p>The student will include illustrations for comprehension.</p> <p>The student will develop the topic with facts.</p> <p>The student will develop the topic with definitions.</p> <p>The student will develop the topic with details.</p> <p>The student will link ideas within categories of information using words and phrases.</p> <p>The student will provide a concluding statement or section.</p>
<b>Assessment Limits / Content Constraints</b>	Sentence(s) or paragraph(s) in item stem.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed



Sample Item Stem Information (as applicable)	Read the paragraph.  Flower bulbs are underground flower factories. People plant bulbs, water them, and then leave them alone. The bulbs grow and flower when they are ready. Bulbs are usually brown or tan and come in many sizes. If you were to cut a bulb in half and look inside, you would see where the plant stores the energy it needs to grow.  Which sentence is the <b>best</b> conclusion to the paragraph?
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**Item Specifications for Grade 3 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.3.24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>
<b>Evidence Statements</b>	<p>The student will write narratives to develop real or imagined experiences or events using effective technique.</p> <p>The student will write narratives to develop real or imagined experiences or events using descriptive details.</p> <p>The student will write narratives to develop real or imagined experiences or events using clear event sequences.</p> <p>The student will establish a situation.</p> <p>The student will introduce a narrator and/or characters.</p> <p>The student will organize an event sequence that unfolds naturally.</p> <p>The student will use dialogue to develop experiences and events.</p> <p>The student will use descriptions of actions, thoughts, and feelings to develop experiences and events.</p> <p>The student will use temporal words and phrases to signal event order.</p> <p>The student will provide a sense of closure.</p>

Assessment Limits / Content Constraints	Sentence(s) or paragraph(s) in item stem.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>A student is writing a narrative about the first day as a new student in a class. Read the draft of the paragraph. Then, choose the sentence that provides the <b>best</b> example of how the student uses description of thoughts or feelings to develop the narrative.</p> <p>[A 4 or 5 sentence stimulus is provided that simulates a student narrative. Hot text functionality is available for each sentence in the paragraph.]</p>

**Item Specifications for Grade 3 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	W.3.28. Conduct short research projects that build knowledge about a topic.
<b>Evidence Statements</b>	The student will conduct short research projects that build knowledge about a topic.
<b>Assessment Limits / Content Constraints</b>	A target sentence or stimulus would not be required. Answer choices should include plausible research sources (e.g., a newspaper or an online source).
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	A student is writing a report about weather patterns. Choose the <b>two</b> sources that would most likely have the <b>most</b> useful information for the report.



**Item Specifications for Grade 3 English Language Arts: Research to Build and Present Knowledge**

<b>Domain</b>	Writing
<b>Subdomain</b>	Research to Build and Present Knowledge
<b>Standard</b>	W.3.29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>Evidence Statements</b>	The student will recall information from experience. The student will gather information from print and digital sources. The student will take brief notes on sources and sort evidence into provided categories.
<b>Assessment Limits / Content Constraints</b>	A target sentence or stimulus may not be required.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	A student is researching and taking notes about George Washington, the first president of the United States. The student wants to organize the notes. Move each note into the chart under the correct heading.  [A chart is provided as well as drag and drop options that simulate student notes to be sorted by the student.]

# Language

## **Item Specifications for Grade 3 English Language Arts: Language**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Language has two subcategories: Conventions of Standard English Types and Vocabulary Acquisition and Use.

**Item Specifications for Grade 3 English Language Arts: Conventions of Standard English**

<b>Strand</b>	Language
<b>Subcategory</b>	Conventions of Standard English
<b>Standard</b>	<p>L.3.37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>
<b>Evidence Statements</b>	<p>The student will explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>The student will form and use regular plural nouns.</p> <p>The student will form and use irregular plural nouns.</p> <p>The student will use abstract nouns.</p> <p>The student will form and use regular and irregular verbs.</p> <p>The student will form and use simple verb tenses.</p>



	<p>The student will ensure subject-verb agreement.</p> <p>The student will ensure pronoun-antecedent agreement.</p> <p>The student will form and use comparative adjectives and/or adverbs.</p> <p>The student will form and use superlative adjectives and/or adverbs.</p> <p>The student will use coordinating and/or subordinating conjunctions.</p>
Assessment Limits / Content Constraints	A target sentence or stimulus would not be required.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Choose a word from each drop-down menu to correctly complete the sentences.</p> <p>[Sentences are provided with a drop-down menu for each verb.]</p>

**Item Specifications for Grade 3 English Language Arts: Conventions of Standard English**

<b>Strand</b>	Language
<b>Subcategory</b>	Conventions of Standard English
<b>Standard</b>	<p>L.3.38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>
<b>Evidence Statements</b>	<p>The student will capitalize appropriate words in titles.</p> <p>The student will use commas in addresses.</p> <p>The student will use commas and quotation marks in dialogue.</p> <p>The student will form and use possessives.</p> <p>The student will use conventional spelling for high-frequency and other studied words.</p> <p>The student will use conventional spelling for adding suffixes to base words.</p> <p>The student will use spelling patterns and generalizations in writing words.</p>
<b>Assessment Limits / Content Constraints</b>	A target sentence or stimulus would not be required.

DOK(s)	1, 2
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the sentence.</p> <p>My teacher read the book <i>harold and the purple crayon</i> to our class.</p> <p>Which revision of the sentence uses correct capitalization?</p>

**Item Specifications for Grade 3 English Language Arts: Vocabulary Acquisition and Use**

<b>Strand</b>	Language
<b>Subcategory</b>	Vocabulary Acquisition and Use
<b>Standard</b>	<p>L.3.40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> </ul>
<b>Evidence Statements</b>	<p>The student will use context as a clue to the meaning of a word or phrase.</p> <p>The student will use common Greek and Latin roots and affixes as clues to the meaning of a word.</p> <p>The student will use a known root word as a clue to the meaning of an unknown word.</p> <p>The student will use glossaries or beginning dictionaries to determine or clarify the meaning of unknown and multiple-meaning word and phrases.</p>
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of how to use sentence-level context as a clue to determine the meaning of a word or phrase.

	<p>Determining the correct response will require an understanding of how to use a known root word as a clue to the meaning of a word.</p> <p>Determining the correct response will require an understanding of how to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the sentence.</p> <p>The recipe includes a direction to <u>preheat</u> the oven before baking the cookies.</p> <p>How does the prefix “pre-” affect the meaning of the word “heat” as it is used in the sentence?</p>

**Item Specifications for Grade 3 English Language Arts: Vocabulary Acquisition and Use**

<b>Strand</b>	Language
<b>Subcategory</b>	Vocabulary Acquisition and Use
<b>Standard</b>	L.3.41. Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul>
<b>Evidence Statements</b>	The student will distinguish between literal and nonliteral meanings of words and phrases in context.  The student will use guidance and support to distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
<b>Assessment Limits / Content Constraints</b>	Determining the correct response will require an understanding of word relationships and nuances in word meanings within context.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	Read the sentences.  Gabrielle is <u>delighted</u> that she is going to visit her uncle on his farm. Gabrielle loves animals, and she is excited to see her uncle’s horses, cows, and sheep.  Which word’s meaning is <b>most</b> similar to the meaning of the word <u>delighted</u> in the sentence?

## Appendix A: Passage-Based Sample Items

### Passage Set 1

# The Ruby-Throated Hummingbird

It is the beginning of summer, and you're enjoying the outdoors. From the corner of your eye, you glimpse a creature that is beating its wings so fast you can hardly see them moving. You think the creature might be a bee. A closer look reveals that it is a bird. It is a ruby-throated hummingbird.

#### Small and Vibrant

A ruby-throated hummingbird is small. It weighs less than one ounce and measures three to four inches from the tip of its beak to the end of its tail.

Its colors are vibrant. The males and the females look similar. Both have bright emerald-green heads, wings, backs, and tails. The birds are named for the ruby-red throats that the males have. The females, however, have white throats.

#### Expert Flyers

The ruby-throated hummingbird can be seen moving from one flower to the next while beating its wings more than 50 times per second. This rapid movement of the wings causes the humming noise that these birds are known for.

A hummingbird's wing has only one movable joint, which is the shoulder. This special joint and powerful flight muscles allow a hummingbird to fly in any direction. It zooms up, down, sideways, and backward. Its usual speed is 20 to 30 miles an hour. It can fly up to 50 miles an hour, which is a lot faster than many other birds.

#### Tasty Food

The ruby-throated hummingbird looks for tube-shaped flowers to get nectar, but it will visit other flowers if needed. The hummingbird hovers in front of a flower, places its beak into the center of the flower, and drinks the sweet liquid nectar. Sometimes hummingbirds eat small bugs found on plant leaves, tree bark, and shrubs.

You might think ruby-throated hummingbirds eat only a small amount of food, but this would be incorrect. These birds can eat more than two times as much as they weigh. Why do they eat so much? One reason is because of their constant activity. Another reason is to prepare for a long journey.

#### New Location

Ruby-throated hummingbirds migrate hundreds of miles. They spend much of the spring and summer in southern Canada and in the eastern and midwestern parts of the United States. Females build their nests and raise their families during this time.

At the end of the summer, the weather becomes cooler and their favorite flowers are probably no longer in bloom. So the hummingbirds prepare to migrate south.

They spend late fall and winter in Mexico and Central America, where the weather is warmer and food is available.

To prepare for this long journey, some hummingbirds may double their weight. This will give them the strength to fly more than 500 miles across the Gulf of Mexico.

As winter comes to an end, ruby-throated hummingbirds return north once again. If you look closely, you just might see one.

## Our National Bird

In 1782, the bald eagle was named the national bird of the United States.

Thousands of bald eagles existed in North America at that time, so these birds were a common sight.

### What Do Bald Eagles Look Like?

Bald eagles get their name from the Old English word “balde,” which means “white.” This is a fitting name since the heads of adult bald eagles are white. Adult bald eagles also have white tails, but the rest of their feathers are brown. Young bald eagles, however, have grayish-brown feathers covering their bodies. By the time young bald eagles reach the age of five, their heads and tails will have white feathers.

Both adult and young bald eagles have hooked beaks and yellow feet with talons, which they use to catch their food. Bald eagles can grow to be very large birds, reaching about three feet in length from head to tail. When the wings of bald eagles are stretched out, they have a span of six to eight feet.

### What Do Bald Eagles Eat?

Bald eagles can soar through the sky at about 30 miles per hour, flapping their wings as little as possible to save energy. These birds have excellent eyesight and can spot food hundreds of feet away. After capturing their food, they often fly to a tree to eat it. Bald eagles prefer fish, but they will also eat small birds, mammals, or reptiles.

### Where Do Bald Eagles Live?

Bald eagles are found only on the continent of North America. They can be seen from Canada to Mexico. They are found mainly in areas near large bodies of water with forests or cliffs nearby. Bald eagles are present year-round in many parts of the United States. Although bald eagles are seen in Canada during the summer, they move south during the winter to be near a source of open water.

The nests of bald eagles are among the largest built by any type of bird. Bald eagle nests are usually built in large trees that have limbs strong enough to support them. Located near the tops of trees, these nests are constructed with sticks and may be lined with grass and other soft materials. The nests are typically about five feet wide. Some bald eagle pairs use the same nest each year, adding sticks each time. The resulting nests often weigh more than 1000 pounds.

### Why Are Bald Eagles Protected?

The number of bald eagles began to decline in the 1800s. Although the numbers remained strong in Alaska, by the late 1960s, fewer than 1,000 bald eagles remained in the rest of the states. In many states, bald eagles were placed on the threatened or endangered species lists, and the birds were protected by laws. By 2007, the number of bald eagles had increased, and they were no longer considered endangered or threatened.

Bald eagles continue to be protected by laws in the United States. Their majestic appearance, long life, and great strength make them a national symbol of our country.



**SUMMATIVE**

**Appendix A: Passage-Based Sample Items**

**Passage-Based Sample Item 1**

Under which heading in “The Ruby-Throated Hummingbird” can the reader learn about the movement of hummingbirds?

- (a) Small and Vibrant
- (b) Expert Flyers
- (c) Tasty Food
- (d) New Location

Item Information	
Item Type	Multiple Choice
Page Reference	23
Alignment	RI.3.14
Point Value	1
Depth of Knowledge	2
Answer Key	B

**Appendix A: Passage-Based Sample Items**

**Passage-Based Sample Item 2**

Which sentence **best** states the main idea of “The Ruby-Throated Hummingbird”?

- (a) Ruby-throated hummingbirds are named for the throat color of the male birds.
- (b) Ruby-throated hummingbirds can fly farther than many other types of birds.
- (c) Ruby-throated hummingbirds are special birds with interesting characteristics.
- (d) Ruby-throated hummingbirds spend much of their time traveling around the world.

Item Information	
Item Type	Multiple Choice
Page Reference	19
Alignment	RI.3.11
Point Value	1
Depth of Knowledge	2
Answer Key	C

**Appendix A: Passage-Based Sample Items**

**Passage-Based Sample Item 3**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

According to "Our National Bird," why were bald eagles placed on the endangered species list?

- (a) Very few bald eagles remained in most of the United States.
- (b) Bald eagles were commonly seen soaring through the sky.
- (c) Bald eagles were important to the people of the United States.
- (d) The number of bald eagles in some areas remained strong.

**Part B**

Which sentence from the passage **best** supports the answer in part A?

- (a) In 1782, the bald eagle was named the national bird of the United States.
- (b) Bald eagles are found only on the continent of North America.
- (c) Although bald eagles are seen in Canada during the summer, they move south during the winter . . .
- (d) . . . by the late 1960s, fewer than 1,000 bald eagles remained in the rest of the states.

Item Information	
Item Type	EBSR
Page Reference	20
Alignment	RI.3.12
Point Value	2
Depth of Knowledge	2
Answer Key	A / D

**Appendix A: Passage-Based Sample Items**

**Passage-Based Sample Item 4**

How are “The Ruby-Throated Hummingbird” and “Our National Bird” alike?

- (a) Both passages explain how the birds are affected during a long journey.
- (b) Both passages describe birds that have been protected by laws for years.
- (c) Both passages give facts about birds that live in the same areas for much of the year.
- (d) Both passages list the steps followed while choosing a bird as a national symbol.

Item Information	
Item Type	Multiple Choice
Page Reference	27
Alignment	RI.3.18
Point Value	1
Depth of Knowledge	3
Answer Key	C

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 1**

Read the opinion paragraph.

The play we saw last night was done very well. The woman who had the leading role made us laugh and cry. The costumes looked very natural. The play was good for all these reasons.

Which other reason could **best** be added to the paragraph to support the opinion stated in the first sentence?

- (a) We saw the star of the play after it ended.
- (b) I like when the lights go down and the curtain goes up.
- (c) All the people in the play spoke their lines clearly.
- (d) It is fun to see a story acted out on the stage.

Item Information	
Item Type	Multiple Choice
Page Reference	30
Alignment	W.3.22b
Point Value	1
Depth of Knowledge	2
Answer Key	C

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 2**

Read the paragraph.

Flower bulbs are underground flower factories. People plant bulbs, water them, and then leave them alone. The bulbs grow and flower when they are ready. Bulbs are usually brown or tan and come in many sizes. If you were to cut a bulb in half and look inside, you would see where the plant stores the energy it needs to grow.

Which sentence would be the **best** conclusion for the paragraph?

- a) Bulbs have to be planted in a hole in the soil.
- b) Some flowers that come from bulbs are tulips and daffodils.
- c) Some flowers come from bulbs, and some come from seeds.
- d) Planting flower bulbs is a good way to grow a flower garden.

Item Information	
Item Type	Multiple Choice
Page Reference	32
Alignment	W.3.23d
Point Value	1
Depth of Knowledge	2
Answer Key	D

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 3**

Read the draft of a student’s narrative paragraph. Use the drop-down menus to correctly complete the paragraph.

Each day, Michael repeated the same exact actions while preparing for school.  his alarm woke him, he would roll out of his bed and do his stretches. He did the same stretches every day. , he would put on the outfit he had neatly laid out the night before. , he would reset his alarm for the next morning so that he wouldn’t wake up late.

Drop-down 1

his

- Before
- Once
- Soon

Drop-down 2

, t

- Afterwards
- Meanwhile
- Beforehand

Drop-down 3

, he

- At first
- Finally
- However

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	Drop-down 1 – Once  Drop-down 2 – Afterwards  Drop-down 3 – Finally
Page Reference	34	
Alignment	W.3.24c	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 4**

A student is writing a report about weather patterns. Choose the **two** sources that would most likely have the **most** useful information for the report.

- (a) a dictionary entry telling the basic meaning of the word “weather”
- (b) a book of pictures showing a photographer’s favorite seasons
- (c) a magazine article about understanding the weather by watching the clouds
- (d) a chapter book about a year when winter lasted for only a week
- (e) a magazine article explaining a special weather trend that usually signals warm weather

Item Information	
Item Type	Multiple Select
Page Reference	36
Alignment	W.3.28
Point Value	2
Depth of Knowledge	2
Answer Key	C, E



**Appendix B: Standalone Sample Items**

**Standalone Sample Item 5**

A student is researching and taking notes about Wilma Rudolph, an African American woman who became famous for her accomplishments in track and field. Move each of the student's notes into the chart under the correct heading.

Wilma Rudolph's Track and Field Accomplishments	Wilma Rudolph's Other Accomplishments

At the age of 12, she overcame a disability.

She was the first American woman to win three gold medals for running in a single Olympics.

She was known as the fastest woman in the world during the 1960s.

In 1977, she wrote an autobiography about her life.

She started the Wilma Rudolph Foundation in 1981 to help young people.

She broke the world record for speed in three Olympic events.

Item Information		Answer Key(s) Description									
Item Type	Technology Enhanced	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Wilma Rudolph's Track and Field Accomplishments</th> <th style="width: 50%; text-align: center;">Wilma Rudolph's Other Accomplishments</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">She was known as the fastest woman in the world during the 1960s.</td> <td style="font-size: small;">At the age of 12, she overcame a disability.</td> </tr> <tr> <td style="font-size: small;">She was the first American woman to win three gold medals for running in a single Olympics.</td> <td style="font-size: small;">In 1977, she wrote an autobiography about her life.</td> </tr> <tr> <td style="font-size: small;">She broke the world record for speed in three Olympic events.</td> <td style="font-size: small;">She started the Wilma Rudolph Foundation in 1981 to help young people.</td> </tr> </tbody> </table>		Wilma Rudolph's Track and Field Accomplishments	Wilma Rudolph's Other Accomplishments	She was known as the fastest woman in the world during the 1960s.	At the age of 12, she overcame a disability.	She was the first American woman to win three gold medals for running in a single Olympics.	In 1977, she wrote an autobiography about her life.	She broke the world record for speed in three Olympic events.	She started the Wilma Rudolph Foundation in 1981 to help young people.
Wilma Rudolph's Track and Field Accomplishments	Wilma Rudolph's Other Accomplishments										
She was known as the fastest woman in the world during the 1960s.	At the age of 12, she overcame a disability.										
She was the first American woman to win three gold medals for running in a single Olympics.	In 1977, she wrote an autobiography about her life.										
She broke the world record for speed in three Olympic events.	She started the Wilma Rudolph Foundation in 1981 to help young people.										
Page Reference	37										
Alignment	W.3.29										
Point Value	2										
Depth of Knowledge	2										
Answer Key	(see description)										

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 6**

Which sentence uses the correct form of the underlined plural noun?

- (a) We picked a basketful of peachs at the farm.
- (b) My aunt gave me swimming lessons this summer.
- (c) Grandma has a giant jar of pennys on her desk.
- (d) My mom and I built some shelvs for my bedroom.

Item Information	
Item Type	Multiple Choice
Page Reference	40
Alignment	L.3.37b
Point Value	1
Depth of Knowledge	2
Answer Key	B

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 7**

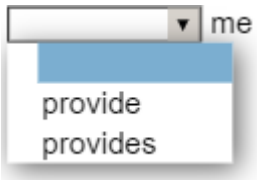
Read the paragraph.

Choose a word from each drop-down menu to correctly complete the sentences.

My new toy soldiers  me with many hours of fun. Usually, I  my army march in a parade.

Drop-down 1

Drop-down 2



Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	Drop-down 1 – provides Drop-down 2 – have
Page Reference	40	
Alignment	L.3.37f	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 8**

Which underlined words should be capitalized in the sentence? Choose **three** words.

The students in my third-grade class are reading the book the adventures of a mouse.

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	<p>The <u>students</u> in my third-grade class are <u>reading</u> the <u>book</u> <u>the adventures of a mouse</u>.</p>
Page Reference	42	
Alignment	L.3.38a	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 9**

Which sentences correctly use an apostrophe? Choose **two** answers.

- (a) I was chosen to be in the school's spelling bee.
- (b) Students' were able to pick a book to read on their own.
- (c) The teacher's told us about the new drama club.
- (d) The boys' baseball team is getting new equipment.
- (e) People found their friend's outside at recess.

Item Information	
Item Type	Multiple Select
Page Reference	42
Alignment	L.3.38d
Point Value	2
Depth of Knowledge	2
Answer Key	A, D

**Appendix B: Standalone Sample Items**

**Standalone Sample Item 10**

Read the sentences.

Last summer, Dad and I went to Cheaha State Park. I was \_\_\_\_\_ to climb the mountain and reach Bunker Tower. It is the highest point in Alabama, and the views are amazing!

Which word **best** completes the sentences?

- (a) excited
- (b) glad
- (c) pleased
- (d) willing

Item Information	
Item Type	Multiple Choice
Page Reference	46
Alignment	L.3.41b
Point Value	1
Depth of Knowledge	2
Answer Key	A

**Appendix C: Passage Length Ranges**

This chart shows the approximate word count ranges per grade for the reading passages in the *ACAP Summative Assessments*. Passages may be under or over the minimum or the maximum of the range based on the needs of the passage content or as recommended by Alabama educator review committee comments.

**Approximate Word Count Ranges by Grade Level**

<b>Grade</b>	<b>Word Count Range</b>
Grade 2	150–350
Grade 3	550–650
Grade 4	600–700
Grade 5	650–800
Grade 6	650–800
Grade 7	750–850
Grade 8	750–850