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Guide Content

The California Alternate Assessment English Language Arts (ELA) Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tier levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternative ELA Assessment.
Read the passage and answer questions 1-3.

**Vocabulary Preview**

Rainbow

Sun

Drop of water

**Rainbows—Bright Bands of Color**

Rainbows are made from light from the Sun and drops of water.

Light from the Sun is a mix of colors. As light enters a drop of water, it bends. The light bends again as it passes out of the drop of water and returns to the air.
When light bends, it divides into different colors.

The light then forms a bright band of colors in the sky. The band of colors make a rainbow!
What did we read about?

**A**

flowers

**B**

clouds

**C**

rainbows

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
### Item 2

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>Informational</td>
<td>3.RI.h4 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Question

**Which part shows the picture?**

As light enters a drop of water, it bends. The light bends again as it passes out of the drop of water and returns to the air.

When light bends, it divides into different colors.

#### Key

**Key:** See exemplar.

#### Exemplar

As light enters a drop of water, it bends. The light bends again as it passes out of the drop of water and returns to the air.

When light bends, it divides into different colors.

#### Rubric

**Rubric:** (1 point) The student selects the correct response.
What is needed to make a rainbow?

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
### Item 4

**Grade:** 3  
**Category:** Literature  
**Connector:** 3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**Tier:** 1

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#### Taking Turns

**Abby and Lacey**

Abby and Lacey are playing hide-and-go-seek.

Abby does not want to count. She only wants to hide. Abby’s dad tells her that playing fair means taking turns.

Abby listens to her dad. She starts counting while Lacey finds a hiding place. Abby wants to play fair.
Did we read about playing fair?

A  Yes  B  No

Key: A

Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>Production and Distribution of Writing (Narrative)</td>
<td>3.WL.01 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Firefighters**

Carson knows firefighters are important. He wants to be a firefighter when he grows up.

Carson wants to put out fires. He also wants to help people and animals. Carson is excited to become a firefighter.
Which words describe Carson? Pick **two** answers.

- excited
- helpful
- quiet

**Key:** excited, helpful

**Rubric:**
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>Literature</td>
<td>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</td>
<td>2</td>
</tr>
</tbody>
</table>

**Pizza Night**

Maggie sits down to eat dinner. Her dad tells her it is Thursday night.

![Image of Maggie sitting at a table with a pizza]

Maggie groans. That means pizza is for dinner. She does not like pizza. Maggie likes Mondays. That is when they have hamburgers for dinner.

![Image of Maggie sitting at a table with a hamburger]
What is the problem in the story?

A

Maggie does not like school.

B

Maggie does not like pizza.

C

Maggie does not like Mondays.

Key: B
Rubric: (1 point) The student selects the correct response.
### Alicia and Bucky

Every Saturday, Alicia goes to a horse ranch. She helps to take care of a horse named Bucky.

She brushes his hair.

She feeds Bucky and gives Bucky fresh water to drink.

Alicia likes to take good care of her friend Bucky.
**How does Alicia help to take care of Bucky? Pick two answers.**

- She bathes him.
- She feeds him.
- She brushes him.

**Key:** She feeds him. She brushes him.

**Rubric:**
- (2 points) The student chooses the two correct responses.
- (1 point) The student chooses one of the correct responses, but not both.
### Philip Wants Blocks

Philip wants to play with blocks. He yells his teacher’s name. He points to the blocks. He is unhappy when he does not get the blocks.

Philip’s teacher tells Philip to ask nicely for the blocks. Philip asks nicely.

His teacher gives him the blocks.
What does Philip learn?

A  to ask nicely

B  to read carefully

C  to work quickly

Key: A
Rubric: (1 point) The student selects the correct response.
**Tall Trees**

Sequoia trees are some of the tallest trees in the world. These giant trees live longer than other trees.

They can grow up to 230 feet tall. They grow quickly when they get lots of sunlight.

They get bigger and bigger each year. Some sequoias started growing a long time ago. They are still growing taller today.
What did we read about?

A

how sequoias get water

B

how tall sequoias grow

C

how sequoias leaves are shaped

Key: B
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3</td>
<td>Language</td>
<td>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Learning by Example**

Jenny’s dad is going to show her an example of how to make a paper airplane. Her dad says it is a piece of cake to learn.

Jenny folds the paper just like her dad models for her. He leads her through simple folds until she is finished. Her paper airplane looks just like his. Jenny’s dad is right! Paper airplanes are easy to make.
Which two words let us know what example means?

Key: leads, models

Rubric:
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>3</td>
<td>Research to Build and Present Knowledge</td>
<td>3.WI.14 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Cold Outside**

You can go outside to play even when it is cold. But, you need to stay warm.

You will need to put on a coat and zip it up to keep your body warm. A scarf and a hat will keep your head warm.

You are ready to play outside.
What do you put on when it is cold outside? Which picture completes the chart?

<table>
<thead>
<tr>
<th>Cold-Weather Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarf</td>
</tr>
<tr>
<td>shorts</td>
</tr>
<tr>
<td>flip-flops</td>
</tr>
<tr>
<td>hat</td>
</tr>
</tbody>
</table>

**Key:** hat

**Rubric:** (1 point) The student chooses the correct response for the target.
Types of Marine Mammals

Marine mammals live in or near the ocean. Most get their food from the ocean. They are sorted by body parts.

- Some mammals have webbed, hand-like flippers. A seal is a mammal that has flippers.

![Seal](image)

- Some mammals have paws and thick fur. A sea otter is a mammal that has paws and thick fur.

![Sea otter](image)
Sort the pictures into the chart. Which picture shows an animal with flippers? Which picture shows an animal with paws?

<table>
<thead>
<tr>
<th>Marine Mammals with Flippers</th>
<th>Marine Mammals with Paws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seal</td>
<td>Sea otter</td>
</tr>
<tr>
<td>Polar bear</td>
<td>Sea horse</td>
</tr>
<tr>
<td>Walrus</td>
<td></td>
</tr>
</tbody>
</table>

Key: Walrus, Polar bear

Exemplar:

<table>
<thead>
<tr>
<th>Marine Mammals with Flippers</th>
<th>Marine Mammals with Paws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seal</td>
<td>Sea otter</td>
</tr>
<tr>
<td>Walrus</td>
<td>Polar bear</td>
</tr>
</tbody>
</table>

Rubric:

(1 point) The student chooses the correct response for both targets.
Molly has started a book club. She thinks the book club will get students excited about reading. She also thinks the book club can help students get better grades.

**Which words describe Molly’s book club? Pick two answers.**

- gets students excited
- gives students playtime
- helps students with grades

**Key:** gets students excited, helps students with grades

**Rubric:**
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
Read the passage and answer questions 14-16.

Vocabulary Preview

Police Station

Police

Visiting a Police Station

Today, Lila’s class is visiting a police station.
The police who work there are very nice.

The students learn how the police help people. Police protect people and try to keep them safe.

Lila and the class see what the police use to do their jobs.

Lila sees inside a police car.

Lila sees a radio the police use to talk to each other.
Lila also meets a friendly police dog.

Lila and the class like the police dog the most.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3</td>
<td>Foundational Skills</td>
<td>3.RWL.h2 Identify grade level words with accuracy.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Look at the picture. Which word matches the picture?**

- A  police
- B  chef
- C  doctor

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>3</td>
<td>Literature</td>
<td>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</td>
<td>3</td>
</tr>
</tbody>
</table>

**What do the students learn at the station?**

- **A** what time the police start work
- **B** how the police help people
- **C** where the police live

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
### Item 16

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>3</td>
<td>Production and Distribution of Writing (Narrative)</td>
<td><strong>3.WL.01</strong> With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.</td>
<td>3</td>
</tr>
</tbody>
</table>

**List two things Lila sees at the station.**

- **A** See the rubric in the DFA.
- **B** See the rubric in the DFA.
- **C** See the rubric in the DFA.

**Key:** The student lists 2 or 3 words correctly.

**Rubric:**

- (2 points) The student lists 3 words correctly.
- (1 point) The student lists 2 words correctly.
A Walk in the Park

Carlos goes to the park with his brother and sisters. Carlos sees many interesting things in the park. One sister shows him a red leaf shaped like a heart.

His brother shows Carlos smooth stones.
Carlos loves the outdoors!

What does Carlos see at the park? Pick two answers.

At the park, Carlos sees a [red leaf].

He also sees [animals eating].

Key: red leaf, smooth stones

Rubric:
(2 points) The student chooses the correct response for both targets.
(1 point) The student chooses the correct response for one of the two targets, but not both.
Bikes

Bikes are a fun way to get from one place to another. You should know the parts of a bike before learning to ride one.

**Part A**

**Which part shows labels?**
Part B

What do the labels tell us?

A. the parts of the bike
B. where to buy the bike
C. how much the bike costs

Part A

Key: See exemplar.
Exemplar:

<table>
<thead>
<tr>
<th>Bikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bikes are a fun way to get from one place to another. You should know the parts of a bike before learning to ride one.</td>
</tr>
</tbody>
</table>

Rubric: (1 point) The student selects the correct response.

Part B

Key: A

Rubric: (1 point) The student selects the correct response.
Cookie Time

Adam is making cookies with his mom. He rolls the dough out to make cutout cookies.

To make round cookies, Adam rolls the dough in his hands.
His mom puts them in the oven to bake.

What does “rolls” mean as it is used in the story? Pick two answers.

- flattens out the dough
- pulls the dough apart
- shapes the dough into a ball

**Key:** flattens out the dough, shapes the dough into a ball

**Rubric:**
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.