

**Missouri Assessment Program  
Spring 2006**

**Communication Arts**

**Anchor Pages for Released Items**

**Grade 3**

3

What are two ways the small boy's problem and Mary's problem are alike?

1. They are both poor.

2. They are trying to sell something.

Score Point 2

Includes TWO reasonable text-based similarities:

- > "They are both poor"
- > "They are trying to sell something"

3 What are two ways the small boy's problem and Mary's problem are alike?

1. *They are both poor.*

2. *They both need money.*

Score Point 1

Includes ONE reasonable text-based similarity:

> "They are both poor/They both need money"  
(same bullet).

3 What are two ways the small boy's problem and Mary's problem are alike?

1. their mother's are ill.

2. they are sad.

Score Point 0

Includes NO reasonable text-based similarities:


- < Mary's mother is not mentioned in the story.
- < Mary is never sad in the story.

4

In what way do you think Hannah's and Mary's lives will be different after they sell the cider and plant the apple seeds? Explain why you think so, using information from the story.

How their lives will be different: They won't be poor anymore.

Explain why: They won't be poor anymore because they will sell the apples from the orchard.


Score Point 2 Includes a reasonable prediction and a reasonable corresponding text-based explanation: > "They won't be poor anymore" > "they will sell the apples from the orchard"

4

In what way do you think Hannah's and Mary's lives will be different after they sell the cider and plant the apple seeds? Explain why you think so, using information from the story.

How their lives will be different: They would be rich.

Explain why: The story said that they would be rich.



Score Point 1

Includes a reasonable prediction:

> "They would be rich"

< "The story said that they would be rich" is a minimal explanation.

4

In what way do you think Hannah's and Mary's lives will be different after they sell the cider and plant the apple seeds? Explain why you think so, using information from the story.

How their lives will be different: Their lives will be different  
when they do not do the same  
thing).

Explain why: Because they will be doing mostly  
the same thing everyday.



Score Point 0

Does not include a reasonable prediction OR a reasonable text-based explanation:

< "when they do not do the same thing" is too vague.

< "Because they will be doing mostly the same thing  
everyday" is too vague.

5

Pretend you are going to make Hannah's apple cider. What are two things you will need? Explain how you will use each. Use information from the apple cider directions to complete the chart.

### Making Hannah's Apple Cider

What I will need	How I will use it
1. Apples	1. I will get the juice from the apples.
2. <u>Two peases of wood.</u>	2. <u>To get the jucie out of the apples.</u>
3. <u>A bucket.</u>	3. <u>To collect the jucie.</u>

#### Score Point 2

Includes TWO appropriate text-based items and TWO reasonable corresponding explanations of their use:

> "Two peases of wood/To get the jucie out of apples"

> "A bucket/To collect the jucie"



5

Pretend you are going to make Hannah's apple cider. What are two things you will need? Explain how you will use each. Use information from the apple cider directions to complete the chart.

### Making Hannah's Apple Cider

What I will need	How I will use it
1. Apples	1. I will get the juice from the apples.
2. <u>wash the apples</u>	2. <u>so they could be clean.</u>
3. <u>get a knife</u>	3. <u>so you could cut out the seed</u>

#### Score Point 1

Includes ONE appropriate text-based item and ONE reasonable corresponding explanation of its use:

>"knife/cut out the seed"

<"Wash the apples" is not an item, also "so they could be clean" is not a reasonable explanation

5

Pretend you are going to make Hannah's apple cider. What are two things you will need? Explain how you will use each. Use information from the apple cider directions to complete the chart.

### Making Hannah's Apple Cider

What I will need	How I will use it
1. Apples	1. I will get the juice from the apples.
2. <u>food</u>	2. <u>Eated</u>
3. <u>water</u>	3. <u>Drinck it</u>

#### Score Point 0

Includes ONE appropriate text-based item but NO reasonable corresponding explanation of its use:

< "water" is an appropriate item, but "drinck it" is an unreasonable corresponding explanation.

< "food" and "eated" are both unacceptable.

- 6 Pretend you have spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. Use your own words. Include three details from the story or the apple cider directions in your letter.


Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.


Dear \_\_\_\_\_,

XXXXXX My day was great with  
Hanna, and Mary. We made apple cider.  
This is how you make it. Wash  
the apples, cut the apples in half, and  
chop up the apples.

Pretend you have spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. Use your own words. Include three details from the story or the apple cider directions in your letter.

Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.


<p>Part A - Score Point 2</p> <p>The response is a reasonable text-based account of how they made cider that includes THREE details from the story or recipe:</p> <ul style="list-style-type: none"><li>&gt; "Wash the apples"</li><li>&gt; "cut the apples in half"</li><li>&gt; "chop up the apples"</li></ul>


<p>Part B - Score Point 2</p> <p>The response includes at least TWO components of letter writing format (salutation, indentation) AND the body of the letter has a controlling idea written from the appropriate point of view.</p>

- 6 Pretend you have spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. Use your own words. Include three details from the story or the apple cider directions in your letter.

Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.


April 26, 2005


Dear [REDACTED],

I had made apple cider. First I had  
got the apples in row then I put them  
in a mashin and I made apple cider.

Pretend you have spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. Use your own words. Include three details from the story or the apple cider directions in your letter.

Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.


<p>Part A - Score Point 1</p> <p>The response is a reasonable text-based account of how they made cider that includes TWO details from the story or recipe:</p> <ul style="list-style-type: none"><li>&gt; "cot the apples in tow"</li><li>&gt; "put them in a mashin"</li><li>&lt; "made apple cider" does not go beyond prompt.</li></ul>


<p>Part B - Score Point 2</p> <p>The response includes at least TWO components of letter writing format (heading, salutation) AND the body of the letter has a controlling idea written from the appropriate point of view.</p>

- 6 Pretend you have spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. Use your own words. Include three details from the story or the apple cider directions in your letter.

Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.

5-3-05

Dear [REDACTED],

I made apple cider with Hannah and Mary today it was good. We traded a little boy. We traded the ten to help his mother. I have to go, bye.

Sincerely,

Pretend you have spent a day with Hannah and Mary and that you made apple cider with them. Write a letter to a friend telling how you made the cider. Use your own words. Include three details from the story or the apple cider directions in your letter.

Be sure your letter is written like a letter, tells all about your day making cider, and makes sense to your friend.



**Part A - Score Point 0**

The response does not include any reasonable text-based details for making apple cider:

- < "I made apple cider" does not go beyond prompt
- < "I traded a little boy" and "We traded the hen to help his mother" are unacceptable details for making cider



**Part B - Score Point 2**

The response includes at least TWO components of letter writing format (heading, salutation, indentation, closing, signature) AND the body of the letter has a controlling idea written from the appropriate point of view.