Missouri Assessment Program Spring 2006

Communication Arts Anchor Pages for Released Items

Grade 3

They	are	both	po	oor.		
They	arc	trying	to	5.22	some thing	
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Score Point Includes TW		nahle text-	-hase	d similar	itios.	
> "They are > "They are	both poo	or"			ilics.	
,	,					

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

Doc_ID: 1266381740 Grade: 3 Section: 1 Form: B

3	What are <u>two</u> ways the small boy's problem and Mary's problem are <u>alike?</u>
·	They are both poor.
	,
	. They both need money.
	Score Point 1
	Includes ONE reasonable text-based similarity: > "They are both poor/They both need money"
	(same bullet).

Doc_ID: 1266331300 Grade: 3 Section: 1 Form: B Item: 3

3	What are two ways the small boy's problem and Mary's problem are atike?			
17,200,377.01	ther mother's one	ì	1	1.
	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.

Doc_ID: 1266156636 Grade: 3 Section: 1

Form: B

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 poo
	anymore
	They won't be one
	Explain why: They want to the second of the
	anymore because they will
	sell the apples from
	the occerdi
	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 orcerd"

Doc_ID: 1266330046 Grade: 3 Section: 1

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.
is ld be sigh
Would be hen
Score Point 1
Includes a reasonable prediction:
> "They would be rich" < "The story said that they would be rich" is a minimal
explanation.

Doc_ID: 1266386259 Grade: 3 Section: 1

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	nation from the st		*	, ,	
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when	they	de mo	t do	the.	Same
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Score Po	at O				
	าเ บ nclude a reasonabl	le prediction ()R a reasonat	le text-haser	l explanation:
	ney do not do the sa			TO TOXI-DUSCO	a explanation.
	e they will be doing				
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	y" is too vague.				

Doc_ID: 1266427024 Grade: 3 Section: 1

Pretend you are going to make Hannah's apple cider. What are $\underline{\text{two}}$ 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. Two peases of wood.	jucie outof theapples.
3. A bucket.	3. To collect the jucie.



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"

Doc_ID: 1266334494 Grade: 3 Section: 1

Pretend you are going to make Hannah's apple cider. What are <u>two</u> 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. WS++h UAP	etc 2 50 they could
	Bu clean.
3. getoknif	3. soyou could cut
	out the seed
	5. 6. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.



Score Point 1

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

- >"knif/cut out the seed"
- <"Wast the apples" is not an item, also "so they could be clean" is not a reasonable explanation

Doc_ID: 1266382335 Grade: 3 Section: 1 Form: B Item: 6 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

How I will use it
l. I will get the juice from the apples.
2. Eated
D 1 (1
3. Drinck 1t.

_	_	Tle
-		
_	-	-

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.

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

Dear	
XXXXX My day wax	grat whith
Harna, and Mary. We ma	de apple sider,
Harna, and Mary. We ma This is how you	rake it Wash
the apples, cut the apple	e in half, and
the apples, cut the apple chop up the apples.	
' ' '	

	,

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 2

The response is a reasonable text-based account of how they made cider that includes THREE details from the story or recipe:

- > "Wash the apples"
- > "cut the apples in half"
- > "chop up the apples"



Part B - Score Point 2

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.

Doc_ID: 1266324672 Grade: 3 Section: 1



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

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I	had	Made	apple	Elder	· First I h	ad
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					apple cio	

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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 1

The response is a reasonable text-based account of how they made cider that includes TWO details from the story or recipe:

- > "cot the apples in tow"
- > "put them in a mashin"
- < "made apple cider" does not go beyond prompt.



Part B - Score Point 2

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.

Doc_ID 1266322797 Grade: 3 Section: 1

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.		impingangang j					
باك با	mde	apple		ينطعح	With		
Hannah	end	J	hary	toda	y it		
Was	good	· \	te	traded	<u> </u>		
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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



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.