

Grade 3 Constructed Response Questions (2017) Teacher Version

The practice items were selected from two sources: the practice performance task classroom activity questions, and the SBAC practice test items. Both sources can provide additional practice for students with writing responses and comparing their answers to the exemplars supplied by SBAC.



Grade 3

Student Directions

Astronauts Informational Performance Task

Task:

Your class has been learning about different types of jobs to prepare for your school's job week. Your teacher has asked each person to learn about a different job. You think being an astronaut must be an interesting job so you decide to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you write

your informational article.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1

Sources for Performance Task:

Source #1

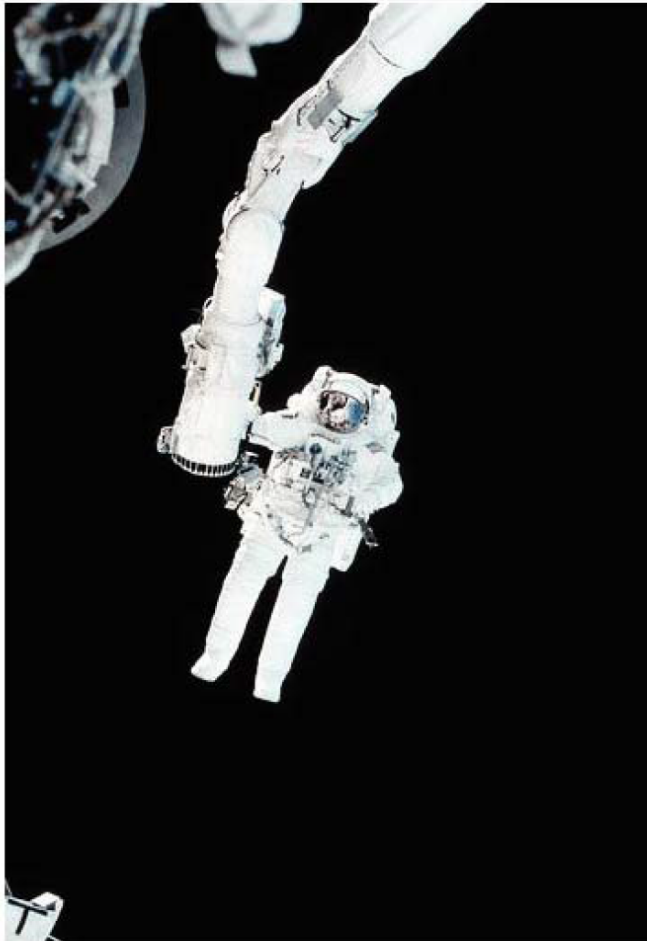
You have found a source describing the type of training that astronauts receive in order to do their job.

What is an Astronaut?

by Talia Yee

Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts who see Earth from space say that it is round, like a ball. While in space, astronauts can look down and see clouds, land, and water. Some can even see the moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.



A weightless astronaut in space

Astronauts train for hundreds of hours. During their training, they learn about space. This type of training might include studying the stars and Earth. It is important that astronauts study space so that they understand what they will work with while in space. The astronauts also learn medical skills like basic first aid during their training. This training allows them to treat simple medical problems so that they can keep each other healthy and safe in space.

In their training, astronauts also learn what life is like on the International Space Station (ISS). The ISS is a large spacecraft that orbits the earth. The ISS is a place where astronauts do science experiments while in space. Astronauts also learn to eat, exercise, and do experiments while floating in the air. They also practice riding in special vehicles that are just for space. These vehicles bring supplies like food and fuel to the ISS. The vehicles are about the size of a pick-up truck with 12 wheels. Astronauts even take classes in scuba diving!¹ When they're walking underwater in their scuba suits, astronauts feel the same as they would feel walking in space. Lastly, astronauts must also learn how to work together as a team. This is important because as many as eight astronauts may be in one spacecraft. These astronauts have to learn how to live and work together in a space.

Each astronaut has a special job to do as part of the team. Some astronauts learn how to put things together so they become good at fixing things. This is important because if something on a space ship breaks, the astronauts must be able to fix it themselves. Some astronauts are pilots who know how to fly airplanes. These astronauts have to study how to fly and steer a spaceship. They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders and are in charge of all of the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. Their job is to learn how living things change when they are in space.

Although each astronaut has a special job on the team, each of them has to learn how to work where

there is no gravity. When they are in a spaceship that is moving around Earth, they can feel as though they do not weigh anything. They are able to float. Many astronauts say that it is fun to float around the inside of a spaceship. Objects in the spaceship can also float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts have many adventures, but they work hard, too.

¹scuba diving: swimming under water with a special suit, air tank, and fins

Sources Used

European Space Agency (n.d.). Astronaut training. Retrieved from http://www.esa.int/esaKIDSen/SEM3RIWJD1E_LifeinSpace_0.html

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Photograph of weightless astronaut (Image Number 4128R-4871), copyright by Superstock. Used by permission.

Source #2

This article describes what happens to astronauts' bodies when they go into space.

Life in Space by Aaron Higgins

Many people say they want to be an astronaut, but do they know what it's really like? When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth, but some people stay out in space for months. A lot of strange things happen to the body when it floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more blood flows to the astronauts' heads so their faces get puffy and their necks get bigger. At the same time, less blood flows to their legs, making them skinny. They call this condition "bird legs."

The heart is a muscle that pumps blood around the body. The heart does not have to work as hard to

pump blood in space. A muscle that does not work hard gets weaker and smaller. Astronauts' other muscles and their bones can also get weaker. This is because they do not have to work as hard to move the astronaut's body.

To help keep their muscles strong, astronauts have to do exercises when they are in space. They use big rubber bands attached to the walls of the space ship and hook them over their shoulders. Then they bend their knees and press against the rubber bands to make their legs stronger.

Even with regular exercise in space, astronauts come back feeling weak. It takes time for them to get back their Earth legs and learn how to live with gravity again.

Sources Used

Discovery News (2009, May 13). Astronaut [Video file]. Retrieved from <http://news.discovery.com/videos/cool-jobs-astronaut.html>

NASA (2009). When space makes you dizzy. Retrieved from http://www.nasa.gov/audience/forstudents/5-8/features/F_When_Space_Makes_You_Dizzy.html

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	3	4	3	4	W-8	The student will analyze digital and print sources in order to locate relevant information to support research.

2644

Which source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space? Explain why this source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space. Support your explanation with **two** details from the source.

Key Elements:

Source # 1 (What is an Astronaut?)

- Astronauts fix things that become broken on the spaceship.
- Some astronauts are pilots who know how to fly airplanes. They learn how to turn the spaceship and how to guide it through space.
- Some astronauts are leaders and are in charge of all the people on the ship. They make sure that everybody is doing the right job.

Rubric:

(2 points) Response is an evidence-based explanation that correctly identifies the most useful source AND includes two details from that source that support this evaluation and that explains why each detail supports the idea that it is the most useful source.

(1 point) Response is an evidence-based explanation that correctly identifies the most useful source AND includes one detail from that source that support this evaluation and that explains why the detail supports the idea that it is the most useful source.

OR

Response is an evidence-based explanation that correctly identifies the most useful source AND includes two details from that source that support this evaluation but does not explain why each detail supports the idea that it is the most useful source.

Continued on next page

OR

Response is an evidence-based explanation that does not identify a source or correctly identify the most useful source but includes two details from the correct source and that explains why each detail supports the idea that it is the most useful source.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) Source #1 has the most useful information about the kinds of work that astronauts do while they are in space. This source is the most useful because it describes the different kinds of training that astronauts receive before going into space and how this training gets the astronauts ready for the jobs that they will do in space. Source #1 says that some astronauts learn how to put things together and become good at fixing things. This is important because it tells the reader that the job of some astronauts is to fix broken things on spaceships. This source also says that some astronauts are pilots who study how to fly and steer a spaceship. This is important because the job of these astronauts is to turn and guide the spaceship through space.

(1 point) Source #1 has the most useful information about the kinds of work that astronauts do while they are in space. This source is the most useful because it describes the different kinds of training that astronauts receive before going into space and how this training gets the astronauts ready for the jobs that they will do in space. Source #1 says that some astronauts learn how to put things together and become good at fixing things. This is important because it tells the reader that the job of some astronauts is to fix broken things on spaceships.

(0 points) Source #2 has the most useful information about the work that astronauts do while they are in space. This source is the most useful because it describes what astronauts do in order to get their bodies used to being weightless.

Type your answer in this box.

Read the passage and answer questions 1–8.

Treasure in the Field

by Marilyn Bolchunos

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook dinner.

"What have you been doing all day, Ta?" he would ask his older son.

"Studying, Father, and thinking," Ta would reply.

"And what have you been doing, Hai, my young son?" the father would ask.

"Watching the house for you," Hai would answer.

A neighbor asked the old man, "Are your sons helping you?"

"Oh, they would," the father answered, "but they are young."

Some years later, the neighbor asked, "Aren't your sons helping you in the field?"

"Oh, they would," the father replied again, "but they are still young. I will let them enjoy life now. They will help me later on."

As the years went by, it became clear even to their father that the boys were lazy. Though they sometimes tended the field with him, they always made excuses to go home early.

Finally the father grew too old to work, and he took to his bed. The sons were sad, for they not only depended on their father, but they also loved him.

One day the old man called Ta and Hai to his side and said weakly, "I have a secret to tell you, my sons. Bend close."

Hai and Ta leaned over to hear the secret.

"A while ago," the old man said, "we learned that there is treasure buried in the field. It's still there, but you must dig for it."

The sons' eyes widened.

"Treasure in the field?" Ta said. "Where?" asked Hai.

"Dig for it, and you will find it," said their father. "But promise me that you will share it equally."

The sons promised and hurried out to begin. Day after day they dug. Their neighbor was astonished to see how long and hard the young men worked. As for Ta and Hai, they felt stronger and better than ever before.

At last, the entire field had been dug, but no treasure had been found. The brothers moped around with their heads down.

Finally an idea came to Ta. "The land is ready for planting," he said to his brother. "And our rice is almost gone. You take one half of the field, and I'll take the other. We'll tend it just as Father did."

The days passed and the seedlings grew. In due time, the field gave an abundant harvest. There was rice to eat and rice to sell.

When the sons took the rice to the marketplace, it brought a good price.

Excited, Ta and Hai ran back to the house and approached their father's bedside. They dropped coins into the old man's hands.

"Look, Father," said Hai. "We have sold rice and brought you gold!"

"Yes," said Ta. "Just as you said, the treasure was in the field."



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The old man smiled. They had learned his secret.

"Treasure in the Field" by Marilyn Bolchunos, from *Highlights for Children*. Copyright © 2004 by Highlights for Children, Inc.

Item	Grade	Claim	Target	DOK	Standard(s)
#5	3	1	4	3	RL.3

Evidence Statement

The student will form an inference about a literary text and identify details within the text that support that inference.

What can the reader infer about the secret the father tells his sons? Include information from the passage in your answer.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>ta's and hai's father wanted to teach the boys that hard work great rewards but instead of just saying that he made them learn it.one way the story tells me is that ta and hai both felt much stronger and better then ever before. anoter one is they both worked toghter and got a lot of money for selling rice.they did hard work to earn the money so that's how they learned hard work pays of.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text 	<p>The father tells them that there is gold so they wanted to get it but the father just wanted them to work and not be lazy and so they did work and they planted and the rice grew and htye sold it and got gold and gave it to their father</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>What the reader can infre is never to be lazy.</p>

Read the passage and answer questions 9–15.

Sap’s Running

by Stephen R. Swinburne

The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont. They feel the wind. They feel the sun on their faces. “Sap could be running this morning,” says Nelson.

As they pass 75-year-old sugar-maple trees, sap drips from holes in the trees into metal buckets. They know for sure that today will be a good day for sugaring.

Sap from sugar maples looks like water, but tastes sweet. That’s because it has sugar in it. It also contains minerals from the soil. A 50-foot-high sugar maple has nearly two hundred thousand leaves. All these leaves drink in summer sunshine and make sugar. During winter, sugar is stored in the tree. Running sap in the spring contains the sugar that was made in the tree the summer before.

Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap. To make syrup, the sap is heated in big open pans so that most of the water will boil away. The Colemans say it takes about thirty-five gallons of sap to make one gallon of maple syrup.

More than a hundred years ago, scientist Charles Darwin wrote that sap flow was a “most mysterious subject.” Since then, many people have studied how sap flows. Much of the research has been done at the University of Vermont, where sap is still being studied.

Nelson Coleman and his brothers have made maple syrup all their lives. It is a family tradition. They don’t worry too much about why the sap is running in their trees this morning. They’re just glad it is.

The Iroquois Legend of Woksis and Maple Syrup

According to legend, an Iroquois chief named Woksis yanked his tomahawk out of a maple tree one spring day. A bowl sat by the trunk

of that tree. As the day warmed, sap dripped from the gash into the bowl. When Woksis's wife saw the sap in the bowl, she thought it was water. She used it to cook their meal. The sap boiled away, leaving maple syrup. When Woksis tasted the sweetened meat, he loved it. So, boiling sap to make maple syrup began.

What Makes Sap Run?

For years, people have thought that sap rises up from the roots of the sugar-maple tree. It doesn't. "During the time when sap flows from tap holes, the bulk flow of sap is downward," says Dr. Tim Perkins. He is a scientist at the University of Vermont.

How does sap flow? During cold nights, maple trees freeze solid. That's when water rises into the trunk and branches. The water forms frost inside tiny hollow spaces within the tree. In the morning, this frost melts and becomes sap, which flows down the tree.

Scientists say that anyone who cuts down a sugar-maple tree in freezing weather can see this is true. When the weather warms up, sap will flow from the cut end of the trunk—not from the stump.

"Sap's Running" by Stephen R. Swinburne from *Highlights for Children*. Copyright © 2004 by Highlights for Children, Inc.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	3	1	11	3	RI.3

Evidence Statement

The student will make an inference about an informational text and identify details within the text to support that inference.

What inference can be made about the temperature in Vermont? Use details from the passage in your answer.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>I think the weather in Vermont is cold during night because in the passage it says during cold nights Maple trees freeze solid that's when water rises into the trunk and branches the water frost inside tiny hollow spaces within the the tree and during the day it's warm. Because in the passage it says in the morning frost melts and becomes sap. the passage it says in the morning frost melts and becomes Sap.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text <p>Responses may include those listed in the 2-point response.</p>	<p>I think the wether their mite be warm because the sugar mapel trees need warmth to melt the frost to make the sap.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>Scientists say that any one who cuts down a sugar-maple tree in freezing weather can see this is true.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#18	3	2	6a0	3	W.1a

Evidence Statement

The student will use information provided in a stimulus to write organized opinion text by stating an opinion about a topic.

A student is writing an opinion essay for his teacher about his favorite season. Read the draft paragraph from the essay and complete the task that follows.

First of all, I love cold weather and snow. When it snows in our community, all of the children head to the giant hill behind the elementary school and spend hours sledding. In addition to the cold weather and snow, I also enjoy the slower pace of life in those months filled with shorter days. People don't rush around so much when winter sets in. They seem to hibernate in a way, like animals do. Finally, I love winter the most because our house has the best old-fashioned fireplace, and we use it every day so we don't depend just on electric heat.

The beginning of the student's essay does not state his opinion. Write an opening paragraph that states the opinion and explains what the topic is about.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Establishes an adequate opinion that reflects the body of writing as a whole Provides adequate information to frame the opinion about the topic to put it into context Does more than list reasons to support opinion—not formulaic Connects smoothly to the body paragraph 	<p>It all started when my teacher said to think of our favorite season. A couple of students said "I like summer not winter because it is cold and I like hot so you can go swimming". I said "I like winter better than any season".</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides a partial or limited opinion Provides an opinion that partially reflects the body of writing as a whole May provide limited and/or extraneous information to frame the opinion about the topic to put it into context May just list supporting reasons—formulaic Provides a limited and/or awkward connection to the body paragraph 	<p>The topic is about Winter. I love Winter because it looks so pretty when it snows. I bet you would love it here to.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole Provides irrelevant or no information to frame to opinion about the topic to put it into context Provides no connection to the body paragraph 	<p>the boy's favorite season is winter. he spends hours sledding</p>