

### Constructed Response Questions from SBAC samples - Grade 3

This list was compiled from the questions in SBAC samples tests for Grade 3 2014 at SBAC.com

#### A Few New Neighbors

By Kerry McGee

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into the apartment.

*It's probably looking for somebody to fill the bird feeders,* Jessie thought.

The bird perched on the edge of the wreath. Then it disappeared.

Disappeared? Jessie ran over to Mrs. Baxter's door.

Where had it gone?

A jumble of sticks and grass stuck out from the middle of the wreath. Suddenly, Jessie understood. A nest! A bird's nest sat right in the middle of Mrs. Baxter's wreath. The bird poked its head out and looked at Jessie. Then it fluttered away.

Jessie crept up to the front door. Tucked inside the nest were four speckled blue eggs.

Jessie ran home to call Mrs. Baxter. "Guess who moved into your old wreath?" Jessie said. "A family of birds!"

Mrs. Baxter sounded just as excited as Jessie was. "Tell me what they look like. What color are the eggs?"

Jessie and Mrs. Baxter talked about the birds for a while. "They sounded like house finches," Mrs. Baxter said. "Keep an eye on them for me, will you?"

"I will," Jessie said.

And she did. Jessie checked the nest whenever she could. Sometimes the mother finch was there. Other days, the red-headed papa was nearby. Jessie tried to notice everything so she could tell Mrs. Baxter.

One morning, Jessie saw a pink head poking out of the nest. Babies! Jessie strained her neck to get a better look.

Jessie told her dad about the baby birds at Mrs. Baxter's house.

"That reminds me," Dad said. "Mrs. Baxter has movers coming tomorrow to clear out the house. I told her I'd unlock the door for them."

But what about the nest?

Dad shook his head. "We'll just have to tell the movers to be careful."

Jessie thought about the movers tromping in and out, squeezing heavy boxes and furniture past the tiny nest. She thought about the door swinging and slamming all day long. It seemed risky.

The next morning, Jessie watched the moving truck pull up in front of Mrs. Baxter's house.

Dad saw the truck, too, and came outside with the key.

Jessie jumped up. She ran ahead of the movers and Dad to Mrs. Baxter's front door. "Wait!" she shouted, spinning around to face them.

Behind her, mama bird burst out of its nest. It landed in a tree. The movers looked at Jessie in surprise.

"You can't use this door," Jessie said, holding her arms out stiff.

"I'm sorry," one of the movers said. "We have a job to do."

Jessie didn't move. "There's a nest under the wreath," Jessie explained. "If you open the door, I will fall."

The other mover sighed. "Do you have any ideas?"

Jessie nodded. "I do have an idea. Dad, can I have the key?"

As carefully as she could, Jessie unlocked the front door and eased it open. When it was just wide enough to slip through, she ducked into Mrs. Baxter's house.

She's been there many times, so it didn't take her long to find the side door and unlock it from the inside.

"Got it!" Jessie called, running around the front of the house. "The side door is open!"

One of the movers was peering into the wreath. "Hey," he said. "There are babies in there." He grinned at Jessie. "I bet mama bird is glad you are watching out for her babies."

Jessie smiled as she and Dad thanked the movers for their help. Then she ran and disappeared into her own house. She couldn't wait to call Mrs. Baxter.

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## Grade 3

### Question Sample 2551

**DOK: 3**

**Standard: RL3** – The student will make an inference about a literary text and Identify details within the text to support that inference.

What inference can be made about the author’s message about animals? **Include information from the passage to support your answer.**

**Type your answer here**

#### **Level 2 Response:**

- 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

#### **Responses may include (but are not limited to):**

- (inference) The author believes people should work together to help protect animals.
- (inference) Jessie is a responsible/thoughtful/considerate/kind child because she looks after the birds.
- (inference) All of the characters play a role in protecting the birds.
- (support) Jessie tells her dad about the bird's nest in Mrs. Baxter's wreath.
- (support) Jessie's dad suggests that they ask the movers to be careful when moving Mrs. Baxter's things out of the house.
- (support) Jessie decides to have the movers go in through the side door so as to not disturb the nest.
- (support) Jessie carefully opens the front door so that she does not disturb the nest.
- (support) One of the movers even makes a remark about the care that Jessie is giving to the baby birds.

#### **Exemplar:**

The author believes that people should work together to help protect animals. Jessie, a young girl, and her dad talk about the possibility of the movers disturbing the bird's nest in the wreath on Mrs. Baxter's front door. Jessie's dad suggests that they tell the movers to be careful. Jessie comes up with another plan to have the movers use a different door to take the items out of the house. Jessie carefully opens the front door so that she will

not disturb the nest. She then opens the side door of the house for the movers to use. One of the movers even says, "I bet that mama bird is glad you're watching out for her babies." The author uses this story to share the message that people working together can save the lives of animals.

**Level 1 Response**

- 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

**Responses may include those listed in the 2-point response.**

**Exemplar:**

The author believes that people should work together. Jessie and her dad want to protect the baby birds in the wreath on Mrs. Baxter's front door.

**Level 0 Response**

- Gives no evidence of the ability to make an inference/conclusion
- OR
- Gives an inference/conclusion but includes no examples or examples/details that make reference to the text
- OR
- Gives an inference/conclusion but includes no explanation or no relevant information from the text

**Exemplar:**

The author believes that people should look out for their neighbors.

## What's in Your Back pack?

By Mona Pease

Are you carrying a forest on your back? Of course not! But if you dig through your backpack, you will probably find many things that come from the forest. You might have books, pencils, and even a sweet candy treat, all from the forest. Is your pack feeling heavier yet?

**Let's explore some of these things and see how they get from the woods to your backpack. Let's start with the paper...**

Papermaking begins in the forest, where the trees are marked to be cut down. Once the trees are cut, the biggest branches are removed. The logs, as they are now called, are stacked in huge piles at the edge of the forest. A logging truck takes them to the paper mill. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

**Let's check back in that backpack...**

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold graphite, which is the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

**Now, what about that special treat you have? Mmm...maple sugar candy, made from the sap of sugar maple trees.**

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed in the hole. Sap drips through the tap into a bucket. When the bucket is full, the tap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into a syrup. If you boil the syrup even longer, it crystallizes (hardens) into maple sugar. Then, it is quickly put into molds to give it a pretty shape. Paper. Pencils. Candy. Your backpack is full. Can you believe that so many things you carry around every day come from forests?

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## Question Sample 2663

**DOK: 3**

**Standard: RI8** – The student will make an inference about an informational text and Identify details within the text to support the inference.

What inference can be made about why the author includes the backpack in the passage?

**Support your answer with details from the text.**

**Type your answer here**

### **Level 2 Response:**

- 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

### **Responses may include (but are not limited to):**

- (inference) The author's use of the backpack is to engage readers in something that they can relate to.
- (inference) The author wants the reader to understand how regular types of items are made of wood.
- (inference) The author's purpose is to inform the reader about those backpack items and describe the processes of how they are made from trees.
- (support) Chipped wood is made into mushy pulp, dried, and made into paper.
- (support) Pencils are made from the wood of a cedar tree.

### **Exemplar:**

The author included the backpack to help the reader understand how regular types of items that students use at school are made of wood. Chipped wood is made into mushy pulp, dried, and made into paper. Pencils are made from the wood of a cedar tree. Even maple sugar candy is made from the sap of a tree. All these examples help readers understand that everyday objects, or items kids take to school, are made from trees.



**Level 1 Response**

- 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

**Responses may include those listed in the 2-point response. Exemplar:**

The author uses a backpack in this passage because she wants us to think about the items we take to school. She wants us to know that paper and pencils are made from trees.

**Level 0 Response:**

- Gives no evidence of the ability to make an inference/conclusion
- OR
- Gives an inference/conclusion but includes no examples or examples/details that make reference to the text
- OR
- Gives an inference/conclusion but includes no explanation or no relevant information from the text

**Exemplar:**

The author wanted the reader to think about how heavy a backpack can sometimes be.



## Question Sample 2554

**DOK: 3**

**Standard: W1.a** – (Organization) The student will use information provided in a stimulus to write organized opinion text by a. Stating an opinion about a topic b. Establishing a context

**2554**



A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can't be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

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

**Type your answer here**

### **Level 2 Response:**

- introduces an opinion that adequately reflects the stimulus as a whole;
- provides sufficient information to put the opinion about the topic into context for the teacher;
- does more than list points/reasons to support opinion—not formulaic;
- provides an adequate connection to the body paragraph.

### **Exemplar:**

Our school is deciding about whether or not flavored milk should be served in our cafeteria. I believe students should be allowed to choose flavored milk. It is true that flavored milk is not the best food for kids, but there are some good things to say about this drink. I believe that the good points about flavored milk are more important than any bad points.

**Annotation:** This response provides a clear opinion, appropriate to the situation (school is deciding). While this response sets up a point/counterpoint (“it is true...but...”) although other 2 responses might choose other ways to organize support. The final line transitions nicely to the body paragraph. Note: Other “2” responses may not necessarily succeed with all the “2” criteria.



### **Level 1 Response**

- provides an opinion that partially reflects the stimulus as a whole;
- provides partial or general information to put the opinion into context for the teacher;
- may just list ideas—formulaic
- provides a limited connection to the body paragraph

### **Exemplar:**

I think flavoredmilk should be served in the cafeteria. Let me tell you why I think this.

**Annotation:** The opinion (“should be served”) and context (“in the cafeteria”) are evident. There is, however, no sense of what the reasons are for the opinion, with a very limited and formulaic connection to the body (“let me tell you.”). Note: Other “1” responses could have different strengths/weaknesses based on rubric criteria but will be overall limited.

### **Level 0 Response**

- provides no opinion or no appropriate opinion, or simply restates the reasons about serving flavored milk in the school cafeteria;
- provides irrelevant or no information to put the opinion into context;
- provides a weak, if any, connection to the body paragraph

### **Exemplar:**

People like flavored milk.

**Annotation:** The opinion is not appropriate for the task (question was not about whether or not people ‘like’ flavored milk but whether or not it should be available in the cafeteria). There is no context for the opinion, and no connection to the body paragraph. Other “0” responses may have different deficits, but will be overall weak