



# Colorado Measures of Academic Success



## **Grade 3**

### **English Language Arts/Literature**

## **Answer Key**

### **with**

## **Scoring Rubrics**

Practice Resource for Students

## ANSWER KEY - ITEM SET 1

### Item Set 1 – Question 1 (Selected Response)

#### Part A

What is the main idea of the passage from "Inuit"?

- A. The Inuit are an ancient people living in a remote region.
- B. The Inuit are skilled at surviving with only what nature provides.
- C. The Inuit spend all of their time hunting animals in order to survive.
- D. The Inuit have become dependent on modern conveniences in the past few years.

#### Part B

Which sentence from the passage supports the answer to Part A?

- A. "For the Inuit, the Arctic is a place teeming with life." (paragraph 1)
- B. "The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life." (paragraph 1)
- C. "Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world." (paragraph 2)
- D. "In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames." (paragraph 7)

Item Set 1 - Question 2 (TEI Drag-and-Drop)

How are the ideas in "Inuit" related to each other? Drag ideas from the List of Causes and Effects to complete the chart.

List of Causes and Effects

Causes

Effects

The Inuit live in one of the harshest environments on the planet.



The Inuit have adapted their lifestyle to survive in the Arctic.

Few plants can grow in the Arctic.



Many Inuit are hunters, and they eat a lot of meat.

Getting wet is dangerous in such a cold environment.



The Inuit make waterproof clothing.

The Arctic is an extremely cold climate.



The Inuit make jackets out of caribou hides that are extremely warm.

Southerners have brought modern technology to the Inuit.



The Inuit have changed their diet and way of life.

Item Set 1 - Question 3 (Selected Response; Selected Response)

**Part A**

What does the word **stable** mean as it is used in paragraph 7 of “Life in a Deep Freeze”?

- A. not likely to change; remain the same
- B. no longer on the surface; unable to be seen
- C. a large part of the sea; the cold ocean
- D. a safe place for animals; free from predators

**Part B**

Which words from paragraph 7 provide a clue for the answer to Part A?

- A. “. . . keeps warm even while digging for clams . . .”
- B. “Under its inch-thick hide . . .”
- C. “. . . six-inch layer of blubber . . .”
- D. “. . . keep its body heat . . .”

Item Set 1 - Question 4 (Selected Response; Multiple Select)

**Part A**

What does the word **harsh** mean as it is used in paragraph 3 of "Life in a Deep Freeze"?

- A. located in a faraway region
- B. physically uncomfortable
- C. lasting for a long time
- D. easily managed

**Part B**

Which **two** sentences from the article help readers understand the meaning of the word **harsh** as it is used in paragraph 3?

- A. "Strong winds blow across ice-covered ocean waters." (paragraph 1)
- B. "It's about as far north as you can go." (paragraph 2)
- C. "This bear spends all spring, summer, and fall eating and storing up fat." (paragraph 4)
- D. "The seal is a fast swimmer and can stay underwater for 30 minutes at a time." (paragraph 8)
- E. "Like you, many Arctic animals change their coats with the seasons." (paragraph 9)
- F. "When temperatures drop, the owl crouches on the ground behind an object that can block the wind." (paragraph 12)

*Item Set 1 - Question 5 (Selected Response; Selected Response)*

**Part A**

The author of "Life in a Deep Freeze" begins the article with the question:

How do animals survive the Arctic's c-c-cold winters?

Which answer to this question reveals the main idea of the article?

- A. Some animals have fur that changes color with the seasons. Having white fur in the winter helps the animals hide from their predators. Thick fur also keeps the animals warm.
- B. Animals like the muskox have a thick outer layer of hair and an undercoat of soft wool. The muskox can shed the undercoat in the summer when the weather gets warmer.
- C. Animals use more than one adaptation for surviving in a cold environment. Different animals use different tactics to keep warm, blend in, and hide from their predators.
- D. Several types of animals have thick layers of blubber. Thick layers of fat can keep animals warm even when they are swimming in icy water. The blubber blocks out the cold.

**Part B**

Which sentence from the article supports the answer to Part A?

- A. "But, for many animals, this place is home." (paragraph 1)
- B. "Arctic animals have adapted well to their surroundings with some rather clever survival tactics." (paragraph 2)
- C. "For some animals, being fat means staying alive." (paragraph 6)
- D. "As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat." (paragraph 13)

*Item Set 1 - Question 6 (Constructed Response)*

Your friend thinks it is impossible for people and animals to live in the Arctic. Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

*Item Set 1 - Question 7 (Selected Response; Selected Response)*

**Part A**

What is the meaning of **cautious** as it is used in paragraph 1 of the passage?

- A. relaxed
- B. safe
- C. scared
- D. unhappy

**Part B**

Which word from paragraph 1 supports the answer to Part B?

- A. calm
- B. fast
- C. excited
- D. careful

Item Set 1 - Question 8 (Selected Response; Multiple Select)

**Part A**

How do the authors organize information in paragraph 4 of the passage from *Face to Face with Sharks*?

- A. by presenting the problem of a dangerous dive and offering a solution
- B. by explaining the causes and effects of shark behavior
- C. by describing events in the order they happened
- D. by contrasting types of great white sharks

**Part B**

Which **two** phrases from paragraph 4 **best** support the answer to Part A?

- A. "... on a very calm day ..."
- B. "Right away ..."
- C. "More and more ..."
- D. "... out of nowhere."
- E. "... until the sun went down ..."

Item Set 1 - Question 9 (Multiple Select)

Based on the passage and the photograph in the passage, select whether each detail describes great white sharks, sawsharks, or tiger sharks.

Description	Great White Sharks	Sawsharks	Tiger Sharks
migrate every year	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
have long snouts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
work in groups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
hide in algae	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
have stripes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



*Item Set 1 - Question 10 (Selected Response; Multiple Select)*

**Part A**

How do the authors feel about sharks?

- A. The authors are worried about their safety when swimming with sharks.
- B. The authors are thrilled to watch the unexpected actions of sharks.
- C. The authors are relaxed because some sharks can be playful.
- D. The authors are confused by the actions of the sharks.

**Part B**

Which **two** details from the passage **best** support the answer to Part A?

- A. "Sand tiger sharks are calm. . . ." (paragraph 1)
- B. ". . . photograph them from a special shark cage." (paragraph 1)
- C. "We are always excited to see a shark. . . ." (paragraph 1)
- D. "We were shocked to see them. . . ." (paragraph 3)
- E. ". . . showing us her razor-sharp teeth . . ." (paragraph 4)
- F. "It was the best day ever!" (paragraph 4)

*Item Set 1 - Question 11 (Selected Response; Selected Response)*

**Part A**

What is the main idea of the passage?

- A. Scientists believe that sharks have unique personalities.
- B. Scientists are often surprised by the actions of sharks.
- C. Sharks are playful creatures when being studied.
- D. Sharks can be dangerous when around people.

**Part B**

How do the authors of the passage support the main idea?

- A. by explaining safety measures they use when diving with sharks
- B. by describing the best adventure they have had with sharks
- C. by providing examples of various types of shark behavior
- D. by describing some unexpected experiences with sharks

## ANSWER KEY – ITEM SET 2

### *Item Set 2 – Question 1 (Selected Response; Selected Response)*

#### **Part A**

Which statement explains why Lars helps Floe when they first meet?

- A. Lars would like a friend to talk to.
- B. Lars believes that the dog needs food.
- C. Lars is looking for someone to travel with.
- D. Lars is concerned because the dog is trapped.

#### **Part B**

Which sentence from the passage supports the answer to Part A?

- A. "When the dogs saw they would never catch up with him, they lost interest and turned back." (paragraph 5)
- B. "Although the other dogs had given him a fright, he felt sorry for this little one." (paragraph 6)
- C. "Then Lars caught some fish and offered one to Floe, who gobbled it up." (paragraph 18)
- D. "The next morning Lars and Floe set off under a clear blue sky to find the igloo." (paragraph 22)

**Part A**

What happens when Lars gets close to the igloo the first time?

- A. Lars meets Floe.
- B. Lars rescues Floe.
- C. Lars is chased by dogs.
- D. Lars finds a place to rest.

**Part B**

Which sentence from the story **best** supports the answer to Part A?

- A. "The leashes snapped, and the whole team rushed at Lars, barking furiously." (paragraph 4)
- B. "He was woken by a strange noise." (paragraph 6)
- C. "He worked and worked until the pile of snow was big enough to let the little dog climb all the way out." (paragraph 8)
- D. "'I would gladly help,' Lars shouted to the puppy, 'but I don't want to be growled at!'" (paragraph 12)

Item Set 2 – Question 3 (Selected Response; Selected Response)

**Part A**

What is the meaning of **anxious** as it is used in paragraph 4 in Part II of the story?

- A. quiet
- B. careful
- C. worried
- D. interested

**Part B**

Which detail from paragraphs 3 and 4 helps the reader understand the meaning of the word **anxious**?

- A. “. . . Floe stopped barking.” (paragraph 3)
- B. “. . . people are dangerous.” (paragraph 4)
- C. “. . . a good find!” (paragraph 4)
- D. “. . . we can travel twice as fast.” (paragraph 4)

Item Set 2 – Question 4 (Selected Response; Selected Response)

**Part A**

Based on Parts I and II of the story, what does Floe want most of all?

- A. to eat meat
- B. to find his family
- C. to make a lot of noise
- D. to have an adventure with Lars

**Part B**

Which idea from the story supports the answer to Part A?

- A. Floe gives Lars something new to eat.
- B. Floe says he will be nice if Lars will rescue him.
- C. Floe becomes excited when he finds the kayak.
- D. Floe makes noise to show that he wants his mother.

Item Set 2 – Question 5 (Multiple Select)

	Part I Events in Order	Part II Events in Order
#1	Lars is chased by huskies. ▼	Floe barks at the seals. ▼
#2	Lars rescues Floe from the drifting ice ▼	Lars and Floe kayak toward town. ▼
#3	Lars gives some fish to Floe. ▼	Floe's mother hears him. ▼
#4	Floe protects Lars from the hunters. ▼	Floe gives Lars his collar as a gift. ▼

Item Set 2 – Question 6 (Constructed Response)

Write an essay to explain how the pictures and words in the story provide details about the setting. Be sure to use evidence from both Part I and Part II in your essay.

Item Set 2 – Question 7 (TEI Hot Spot)

Which words or phrases show time is passing?

Select **two** words or phrases that show time is passing.

We **outline** shadows  
with a piece of chalk.

But **later** they've moved  
on the hot sidewalk

A man keeps a shadow  
**under his hat.**

An umbrella opens.

A shadow falls.

**Splat!**

Clouds **move in** —

**sponging** shadows away.

But the shadows **return**  
with the sun. Let's play!

Item Set 2 – Question 8 (Selected Response; Selected Response)

**Part A**

How is the central message conveyed in “Shadows”?

- A. through a description of things that make shadows
- B. through a description of the actions of the speaker
- C. through a description of how shadows move
- D. through a description of the setting

**Part B**

Which lines from the poem give an example of the answer in Part A?

- A. “Searching for shadows, we run, hop, stare . . .” (lines 5-6)
- B. “We outline shadows with a piece of chalk.” (lines 25-26)
- C. “But the shadows return with the sun. Let’s play!” (lines 36-37)
- D. “Bird shadows skim over shrubs and rocks.” (lines 46-47)

Item Set 2 – Question 9 (TEI Drag-and-Drop)

Which evidence from the poem helps the reader know the speaker’s feelings about shadows?

Drag evidence from the poem to the graphic organizer to show **three** examples of how the reader knows the speaker’s feelings about shadows.

“turn like clocks.” (line 49)

“cool spots to rest.” (line 51)

**Evidence of the Speaker’s  
Feelings about Shadows**

fearful	“Sudden scary shadows” (line 44)
curious	“Searching for shadows,” (line 5)
creative	“with a piece of chalk.” (line 26)



*Item Set 2 – Question 10 (Selected Response; Multiple Select)*

**Part A**

Which phrase **best** describes the speaker in the poem?

- A. someone willing to help others with an important task
- B. someone comfortable performing before a large audience
- C. someone who shares books with friends
- D. someone who enjoys being outside

**Part B**

Which **two** details from the poem provide evidence for the answer to Part A?

- A. "Our shadowy shapes" (line 13)
- B. "My friend catches" (line 17)
- C. "under his hat." (line 30)
- D. "through the tall, green grass." (line 39)
- E. "on the bottom of a creek." (line 43)
- F. "make us shriek!" (line 45)

## CMAS Scoring Rubric for Prose Constructed Response Items

### Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension and Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> by providing an <b>accurate</b> explanation/description/comparison;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> by providing a <b>mostly accurate</b> explanation/description/comparison;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to task, purpose, and audience;</li> <li>uses reasoning and <b>relevant</b>, text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b>;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li><b>does not</b> demonstrate comprehension;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be a few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## CMAS Scoring Rubric for Prose Constructed Response Items

### Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>is organized with <b>mostly coherent</b> writing;</li> <li>uses language in a way that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
<b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

#### NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.