

This document contains the answers to all items on the grade 3 ELA Computer-Based Practice Test, as well as alignment and scoring information. Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task (RST) AND a Literary Analysis Task (LAT) OR a Narrative Writing Task (NWT)—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [Grade 3 ELA Assessment Guide](#) for more information about the test’s design.

| Session | Sequence | Item Type | Key | Alignment |
|-----------------------------|----------|-----------|---|-------------------------------------|
| 1 Literary Analysis Task | 1 | EBSR | PART A: C PART B: A | RL.3.4, L.3.4, RL.3.1 |
| | 2 | EBSR | PART A: D PART B: A | RL.3.2, RL.3.1 |
| | 3 | EBSR | PART A: C PART B: A | RL.3.3, RL.3.1 |
| | 4 | EBSR | PART A: A PART B: A | RL.3.4, L.3.4, RL.3.1 |
| | 5 | EBSR | PART A: B PART B: D | RL.3.2, RL.3.1 |
| | 6 | TE | See TE Item Key | RL.3.2, RL.3.1 |
| | 7 | PCR | See Scoring Table and Rubric Sample Student Responses | RL.3.7, RL.3.1; W.3.2; L.3.1, L.3.2 |

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|-------------------------------|----|------|---|------------------------------------|
| 2 Research Simulation Task | 8 | MS | PART A: B PART B: A, F | RI.3.4, RI.3.1 |
| | 9 | EBSR | PART A: C PART B: B | RI.3.2, RI.3.1 |
| | 10 | TE | PART A: C See TE Item Key | RI.3.5, RI.3.1 |
| | 11 | MS | PART A: C PART B: B, E | RI.3.4, L.3.4, RI.3.1 |
| | 12 | TE | See TE Item Key | RI.3.3, RI.3.1 |
| | 13 | EBSR | PART A: B PART B: D | RI.3.2, RI.3.1 |
| | 14 | PCR | See Scoring Table and Rubric Sample Student Responses | RI.3.3, RI.3.1; W.3.2; L.3.1, L3.2 |
| 3 Narrative Writing Task | 15 | EBSR | PART A: B PART B: C | RL.3.4, L.3.5, RL.3.1 |
| | 16 | MS | PART A: A PART B: B, C | RL.3.3, RL.3.1 |
| | 17 | TE | See TE Item Key | RL.3.3, RL.3.2, RL.3.1 |
| | 18 | EBSR | PART A: B PART B: D | RL.3.2, RL.3.1 |
| | 19 | PCR | See Scoring Table and Rubric | W.3.3; L.3.1, L.3.2 |
| 3 Reading Passage Set | 20 | EBSR | PART A: C PART B: B | RL.3.4, L.3.4, RL.3.1 |
| | 21 | MS | PART A: D PART B: D, E | RL.3.3, RL.3.1 |
| | 22 | ESR | PART A: A PART B: D | RL.3.2, RL.3.1 |
| | 23 | TE | See TE Item Key | RL.3.3, RL.3.1 |

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|---|----|------|---|------------------------|
| <p style="text-align: center;">4 Reading Literary and Informational Texts</p> | 24 | EBSR | PART A: B PART B: D | RL.3.3, RL.3.2, RL.3.1 |
| | 25 | EBSR | PART A: B PART B: A | RL.3.3, RL.3.1 |
| | 26 | TE | See TE Item Key | RL.3.2, RL.3.1 |
| | 27 | EBSR | PART A: B PART B: C | RL.3.2, RL.3.1 |
| | 28 | EBSR | PART A: C PART B: D | RI.3.7, RI.3.1 |
| | 29 | EBSR | PART A: C PART B: B | RI.3.2, RI.3.1 |
| | 30 | MS | PART A: C PART B: C, D | RI.3.8, RI.3.1 |
| | 31 | TE | See TE Item Key | RI.3.2, RI.3.1 |

| Item Type | Description | Scoring Information |
|--|---|---|
| Evidence-Based Selected Response (EBSR) | <ul style="list-style-type: none"> Two-part item Part A measures reading comprehension Part B asks for evidence to support part A | <ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): both parts correct Partial credit (1 point): Part A is correct; Part B is not correct No credit (0 points): only Part B is correct or neither part is correct |
| Multiple-Select (MS) | <ul style="list-style-type: none"> Requires more than one answer (required number of correct answers in boldface in question) Can have one part (e.g., asks student to select two summary details) or two parts (e.g., Part A asks students to choose two themes; Part B asks for evidence for themes) | <ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): All answers correct Partial credit (1 point): for one-part MS item, 1 of 2 answers is correct or for an EBSR with MS in Part A, 1 of 2 answers in Part A is correct OR both answers are correct in part A, but Part B is incorrect No credit (0 points): Both parts are incorrect OR only Part B is correct |
| Prose Constructed Response (PCR) | <ul style="list-style-type: none"> Requires student to show understanding of text(s) by writing a multi-paragraph response Addresses more than one text depending on the task (LAT: 2 texts; RST: 2 texts) Requires evidence from texts Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT) | <p>LAT/RST: Worth up to 15 points</p> <ul style="list-style-type: none"> Reading Comprehension and Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score Knowledge of Language and Conventions dimension (3, 2, 1, 0) <p>NWT: Worth up to 12 points</p> <ul style="list-style-type: none"> Written Expression dimension: score point of 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score Knowledge of Language and Conventions dimension (3, 2, 1, 0) |

| | | |
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| <p>Technology-Enhanced (TE)</p> | <ul style="list-style-type: none"> • May have one part OR be part of an EBSR item • Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, match interaction within a table (refer to LEAP 2025 Technology Enhanced Item Types document for more information) | <ul style="list-style-type: none"> • Worth up to two points (2, 1, or 0) • TE Items that are part of an EBSR follow the same general rules as EBSR items. • Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1) • Partial credit (1 point): depends on item type <ul style="list-style-type: none"> ○ For most one-part TE items: 1 point if student chooses at least half of the correct responses ○ For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses ○ For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses ○ For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses • No credit (0 points): does not meet partial credit rules or for a two-part TE item, only part B is correct |
|--|--|--|

Key for Technology-Enhanced Items

Session 1, Item 6

First

The animals meet to decide how to bring warmth to Earth.

Second

Wolverine breaks the sky floor open.

Third

Wolverine and Fisher climb through the sky hole.

Fourth

Sky People chase Fisher and Wolverine.

Fifth

Fisher is given a place to live in the sky.

Note: The image on the next page shows the question prior to a response being entered.

Sky People chase Fisher and Wolverine.

Wolverine breaks the sky floor open.

The animals meet to decide how to bring warmth to Earth.

Fisher is given a place to live in the sky.

Wolverine and Fisher climb through the sky hole.

First

Second

Third

Fourth

Fifth

Session 2, Item 10*

| Arctic Animal Characteristics | Section Headings |
|-------------------------------|--------------------|
| digging under the snow | Escape Artists |
| sleeping all winter | |
| using fat to block the cold | The Layered Look |
| protected by blubber | |
| covered with feathers | Dressed for Winter |
| growing another coat | |

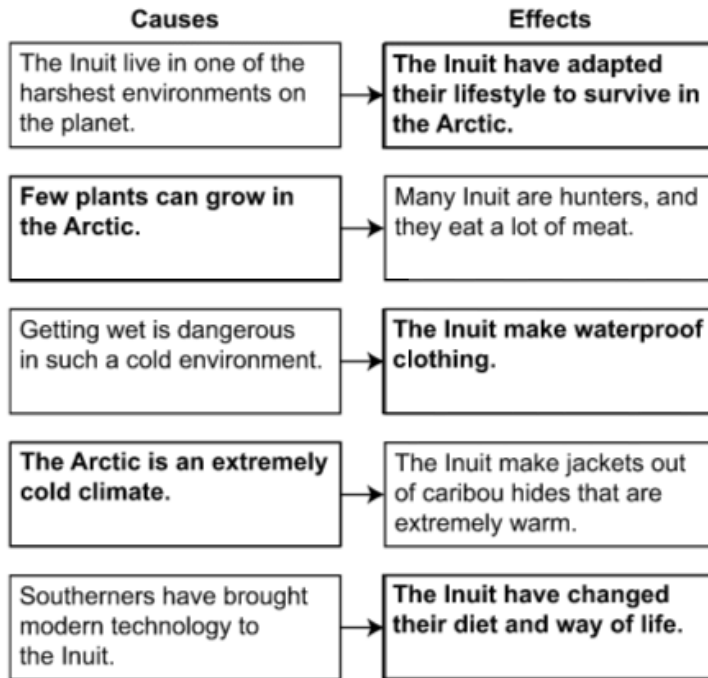
*The characteristics do not need to be in a particular order within each section heading.

Note: The image on the next page shows the question prior to a response being entered.

| Arctic Animal Characteristics | Section Headings |
|-------------------------------|--------------------|
| | Escape Artists |
| | |
| | The Layered Look |
| | |
| | Dressed for Winter |
| | |

sleeping all winter
covered with feathers
using fat to block the cold
growing another coat
digging under the snow
protected by blubber

Session 2, Item 12



List of Causes and Effects

Note: The image on the next page shows the question prior to a response being entered.

Causes

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



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

Getting wet is dangerous in such a cold environment.



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

Southerners have brought modern technology to the Inuit.



Effects

List of Causes and Effects

Few plants can grow in the Arctic.

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

The Inuit have changed their diet and way of life.

The Arctic is an extremely cold climate.

The Inuit make waterproof clothing.

Session 3, Item 17

| Events | How Dad Responds |
|--|--|
| Derrick asks if it is snowing. | Dad hurries the boys into the tent. |
| The boys make fish faces. | Dad starts to feel happier. |
| Derrick asks if there should be water in the boat. | Dad gets everyone to work together to make it safely back to shore. |

Dad feels sad that the trip was not a success.

Dad talks about how much fun it is to catch fish.

Note: The image on the next page shows the question prior to a response being entered.

| Events | How Dad Responds |
|--|------------------|
| Derrick asks if it is snowing. | |
| The boys make fish faces. | |
| Derrick asks if there should be water in the boat. | |

Dad feels sad that the trip was not a success.

Dad hurries the boys into the tent.

Dad gets everyone to work together to make it safely back to shore.

Dad talks about how much fun it is to catch fish.

Dad starts to feel happier.

Session 3, Item 23

“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) |

Note: The image on the next page shows the question prior to a response being entered.

“Searching for shadows,” (line 5)

“with a piece of chalk.” (line 26)

“Sudden scary shadows” (line 44)

“turn like clocks.” (line 49)

“cool spots to rest.” (line 51)

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

| | |
|----------|--|
| fearful | |
| curious | |
| creative | |

Session 4, item 26

| | | | | |
|---|--|---|--|--|
| #1 Jacob plays with kittens on the porch. | #2 Jacob has a snack in the kitchen. | #3 Jacob feeds the puppies in the barn. | #4 Jacob talks with his father by the tractor. | #5 Jacob climbs into the tree house. |
|---|--|---|--|--|

Note: The image below shows the question prior to a response being entered.

| | | | | |
|-----------------------------------|--|---|-----------------------------------|--------------------------------------|
| Jacob climbs into the tree house. | Jacob plays with kittens on the porch. | Jacob talks with his father by the tractor. | Jacob has a snack in the kitchen. | Jacob feeds the puppies in the barn. |
| #1 | #2 | #3 | #4 | #5 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Session 4, item 31

| Problem | Solution | | |
|--|---|--|--|
| There is no air or water in outer space. | Astronauts wear spacesuits that let them breathe and drink. | Astronauts do scientific experiments while in outer space. | Astronauts fix machines in space instead of bringing them back to Earth. |
| Tools can float away while astronauts are on a spacewalk. | Astronauts use ropes to connect their objects to their spacesuits. | | |
| The tethers that keep the astronaut close to the spacecraft can break. | Astronauts wear a machine called SAFER that can fly them to their spacecraft. | | |

Note: The image below shows the question prior to a response being entered.

| Problem | Solution | | |
|--|----------|---|--|
| There is no air or water in outer space. | | Astronauts do scientific experiments while in outer space. | Astronauts fix machines in space instead of bringing them back to Earth. |
| Tools can float away while astronauts are on a spacewalk. | | Astronauts wear a machine called SAFER that can fly them to their spacecraft. | Astronauts wear spacesuits that let them breathe and drink. |
| The tethers that keep the astronaut close to the spacecraft can break. | | Astronauts use ropes to connect their objects to their spacesuits. | |

| Scoring of Grade 3 PCRs | | | | |
|-------------------------|---|---------------------------------------|--------------|--------------------------------|
| Task | Dimensions | Points by Dimension | Total Points | Rubric |
| Literary Analysis | Reading Comprehension and Written Expression* | 12 points (4 times holistic score) | 15 | LAT/RST Rubric |
| | Conventions | 3 points | | |
| Research Simulation | Reading Comprehension and Written Expression* | 12 points (4 times holistic score) | 15 | LAT/RST Rubric |
| | Conventions | 3 points | | |
| Narrative Writing | Written Expression | 9 points (3 times holistic score) | 12 | NWT Rubric |
| | Conventions | 3 points | | |

*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.

Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

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

Grade 3 Narrative Writing Task (NWT) Scoring Rubric

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

NOTES:

- The reading dimension is not scored for elicited narrative stories.
- Per the [Louisiana Student Standards](#), 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.