

## NM-MSSA ELA

# PRACTICE TEST ANSWER KEY

## Grade 3

Item Number	Key	Standards
<b>Session 1 READING</b>		
1	B	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
2	C	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3	B	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4	C	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
5	A	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
6	A;C	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
7	B	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
8	B	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	C	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
10	A,C	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
11	B	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

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Item Number	Key	Standards
12	C	<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
13	A;D	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
14	D	<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>
15	C; B	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
16	A	<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>
17	B	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
18	D	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
19	A	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
20	B	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<b>Session 2 WRITING AND LANGUAGE</b>		
21	B	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
22	A	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use temporal words and phrases to signal event order.</p>

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Item Number	Key	Standards
23	C; D	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
24	C	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c) Use commas and quotation marks in dialogue.</p>
25	C	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e) Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p>
26	D	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. f) Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</p>
27	A	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
28	A	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>
29	D	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase.</p>
30	D	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
31	C	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b) Develop the topic with facts, definitions, and details.</p>

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Item Number	Key	Standards
32	A; D	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c) Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information.
33	NA	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that consistently address the task.</li> <li>Develops the narrative using consistently descriptive details.</li> <li>Uses consistently effective and varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that generally address the task.</li> <li>Develops the narrative using mostly descriptive details.</li> <li>Uses generally effective and somewhat varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that partially address the task.</li> <li>Develops the narrative using some descriptive details.</li> <li>Uses partially effective and/or limited narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to present a narrative that develops real or imagined experiences or events but minimally addresses the task.</li> <li>Attempts to develop the narrative but uses few descriptive details, if any.</li> <li>Attempts to use narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations, but these are not effective and/or varied.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Effectively orients the reader by clearly establishing a situation and introducing a narrator and/or characters.</li> <li>Consistently organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that clearly follows from the narrated experiences or events.</li> <li>Consistently demonstrates effective use of a wide variety of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>Adequately orients the reader by generally establishing a situation and introducing a narrator and/or characters.</li> <li>Generally organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that generally follows from the narrated experiences or events.</li> <li>Generally demonstrates effective use of a variety of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to orient the reader by partially establishing a situation and/or introducing a narrator and/or characters.</li> <li>Partially organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that partially follows from the narrated experiences or events.</li> <li>Sometimes demonstrates varied and effective use of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to orient the reader by minimally establishing a situation and/or introducing a narrator and/or characters.</li> <li>Minimally organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that minimally follows or does not follow from the narrated experiences or events.</li> <li>Rarely demonstrates/does not demonstrate use of varied or effective transitional words and phrases to manage the sequence of events.*</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use concrete words and phrases and sensory details to convey experiences and events.</li> </ul>

## Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors that interfere with meaning or confuse the reader.</li> </ul>

\*Specific expectations vary by grade.

### Production of Writing: NM-MSSA Informative Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Presents ideas that thoroughly address the task.</li> <li>Substantially develops the topic with consistently pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas that generally address the task.</li> <li>Generally develops the topic with mostly pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas that partially address the task.</li> <li>Partially develops the topic with some pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas that minimally address the task.</li> <li>Minimally develops the topic with few pertinent facts, definitions, details, examples, and other information from relevant sources.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Establishes and consistently maintains an organizational plan focused on a controlling or central idea.</li> <li>Introduces the topic clearly and provides a concluding statement or section consistently related to the information presented.</li> <li>Consistently uses linking words and phrases effectively to connect ideas within categories of information.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and generally maintains an organizational plan focused on a controlling or central idea.</li> <li>Introduces the topic and provides a concluding statement or section generally related to the information presented.</li> <li>Generally uses linking words and phrases effectively to connect ideas within categories of information.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish and partially maintains an organizational plan focused on a controlling or central idea.</li> <li>Introduces the topic and provides a concluding statement or section partially related to the information presented.</li> <li>Sometimes uses linking words and phrases effectively to connect ideas within categories of information.</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to establish but does not maintain an organizational plan focused on a controlling or central idea.</li> <li>May be missing an introduction and/or a concluding statement or section that is related to the information presented.</li> <li>Rarely uses/does not use linking words and phrases effectively to connect ideas within categories of information.</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses precise language and varied vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Often uses precise language and varied vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses precise language and varied vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use precise language or varied vocabulary to inform about or explain the topic.</li> </ul>

### Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English conventions relative to the length and complexity of the text.</li> <li>Has errors or patterns of errors that interfere with meaning or confuse the reader.</li> </ul>

### Production of Writing: NM-MSSA Opinion Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Expresses an opinion that fully addresses the topic.</li> <li>Substantially supports the opinion with consistently pertinent facts and details from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses an opinion that generally addresses the topic.</li> <li>Generally supports the opinion with mostly pertinent facts and details from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses an opinion that partially addresses the topic.</li> <li>Partially supports the opinion with some pertinent facts and details from relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses an opinion that only minimally addresses the topic or does not explicitly express an opinion.</li> <li>Minimally supports the opinion with few pertinent facts and details from relevant sources.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Establishes and consistently maintains an organizational plan in which related ideas are consistently grouped logically to support the writer’s purpose.</li> <li>Introduces the topic clearly and provides a concluding statement or section consistently related to the opinion presented.</li> <li>Consistently demonstrates effective use of words and phrases to link the opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and generally maintains an organizational plan in which related ideas are generally grouped logically to support the writer’s purpose.</li> <li>Introduces the topic and provides a concluding statement or section generally related to the opinion presented.</li> <li>Generally demonstrates effective use of words and phrases to link the opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish and partially maintains an organizational plan in which related ideas are only sometimes grouped logically to support the writer’s purpose.</li> <li>Introduces the topic and provides a concluding statement or section partially related to the opinion presented.</li> <li>Sometimes demonstrates effective use of words and phrases to link the opinion and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to establish but does not maintain an organizational plan; related ideas are rarely grouped/not grouped logically to support the writer’s purpose.</li> <li>May be missing an introduction and/or a concluding statement or section that is related to the opinion presented.</li> <li>Rarely demonstrates/does not demonstrate any effective use of words and phrases to link the opinion and reasons.</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses precise language and varied vocabulary when supporting a point of view with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Often uses precise language and varied vocabulary when supporting a point of view with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses precise language and varied vocabulary when supporting a point of view with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use precise language or varied vocabulary when supporting a point of view with reasons.</li> </ul>

### Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors that interfere with meaning or confuse the reader.</li> </ul>