Exemplar Grade 3 English Test Questions

ACT Aspire

Introduction

This booklet explains Grade 3 ACT Aspire® English test questions by presenting, with their answer keys, sample questions aligned to each reporting category on the test. A key includes the question's depth of knowledge (DOK) level,[1] an explanation of the task posed by each question, a thorough explanation of correct responses, ideas for improvement, and more. The exemplar test questions included here are representative of the range of content and types of questions found on the Grade 3 ACT Aspire English test. Educators can use this resource in several ways:

- Become familiar with ACT Aspire question types.
- See what typical questions in each ACT Aspire reporting category look like.
- Help reinforce or adjust teaching and learning objectives.
- Learn how ACT Aspire improvement idea statements can help students identify key skills they have not yet mastered.

Grade 3 English Reporting Categories

ACT Aspire English tests assess students' developed ability to revise and edit texts. A typical English test contains several stimuli, or texts, and a series of selected-response and technology-enhanced questions. Texts used in the assessments represent various content areas (including English language arts, the humanities, and the social and natural sciences), and, considered collectively, reflect a range of text complexity levels from simple to complex, as appropriate for students' age and educational attainment. The questions fall under the following reporting categories.

Conventions of Standard English

The questions in this category require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

Punctuation and Usage Conventions

These questions require students to edit text to conform to standard English punctuation and usage.

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[1] Norman L. Webb, "Depth-of-Knowledge Levels for Four Content Areas," last modified March 28, 2002, **http://facstaff. wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.doc**.

Sentence Structure and Formation

These questions test understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Production of Writing

The questions in this category require students to apply an understanding of the rhetorical purpose and the focus of a piece of writing to develop a topic effectively and to use various strategies to achieve logical organization, topical unity, and general cohesion.

Topic Development

These questions require students to demonstrate an understanding of and control over the rhetorical aspects of texts by identifying the purpose of parts of texts, determining whether a text has met its intended goal, and evaluating the relevance of material in terms of a text's focus.

Organization, Unity, and Cohesion

These questions require students to use various strategies to ensure that text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Improvement Ideas

ACT Aspire includes simple improvement ideas at the reporting category (skill) level on student and parent reports. These improvement ideas are provided for the lowest performing skill for each subject tested. The skills are always ordered from highest performing to lowest performing based on the percentage of points correct. If the percentages for two or more skills are tied, the skill with the lower number of total points is displayed first.

Keep in mind that the order of skills listed on reports may not always be exemplary of where to focus learning. For example, the skills in which a student performed within the ACT Readiness Range may not always be listed first, and the skills in which a student did not perform within the ACT Readiness Range may not always be listed last. Also, keep in mind the total number of points possible in each skill when interpreting the percentage correct.

There are two levels of improvement idea statements (low and high) for ACT Aspire summative reporting. Low statements are given on the report if the student's lowest skill score is below the ACT Readiness Range for that particular skill. High statements are given on the report if the student's lowest skill score is at or above the ACT Readiness Range for that particular skill.

Answer Key

This section presents a stimulus text and the sequence number, grade, question type, DOK level, alignment to the ACT Aspire reporting categories, and correct response for each question about the text. Questions are also accompanied by explanations of the questions and correct responses and by improvement idea statements for ACT Aspire English.

Text: "Busy Builders"

Busy Builders

Yesterday, I visited my aunt Joan, who lives in Minnesota. She invited me to walk with her through the woods. I didn't <u>knew</u> what to say. I love spending time with my aunt, but the trees in the woods towered above me and seemed a little scary. My aunt really wanted to show me something, though, so I went with her.

We walked beside a creek before we stopped to rest beside a pond. Aunt Joan pointed out a big pile of sticks and tree trunks in the water. The pile divided the creek and the pond. Aunt Joan told me the pile was called a dam and was built by beavers.

"Look," my aunt said, and, sure enough, I saw two beavers! One was chewing a small tree trunk. Another was swimming toward the dam with a big branch in its mouth. That beaver crawled onto the dam and dropped the branch on top. Next, it swam to shore and got another stick. That beaver sure was busy!

The sun was setting, so we returned to my aunt's house. <u>My aunt said she had to get</u> **2** <u>supper ready.</u> It's not every day you get to see **2** beavers building a dam.
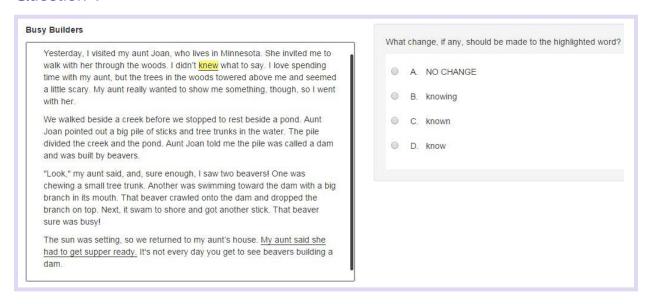
Question 1

Busy Builders

Yesterday, I visited my aunt Joan, who lives in Minnesota. She invited me to walk with her through the woods. I didn't <mark>knew</mark> what to say. I love spending time with my aunt, but the trees in the woods towered above me and seemed a little scary. My aunt really wanted to show me something, though, so I went with her.

We walked beside a creek before we stopped to rest beside a pond. Aunt Joan pointed out a big pile of sticks and tree trunks in the water. The pile divided the creek and the pond. Aunt Joan told me the pile was called a dam and was built by beavers.

"Look," my aunt said, and, sure enough, I saw two beavers! One was chewing a small tree trunk. Another was swimming toward the dam with a big branch in its mouth. That beaver crawled onto the dam and dropped the branch on top. Next, it swam to shore and got another stick. That beaver sure was busy!

The sun was setting, so we returned to my aunt's house. My aunt said she had to get supper ready. It's not every day you get to see beavers building a dam.

What change, if any, should be made to the highlighted word?

- A. NO CHANGE
- B. knowing
- C. known
- D. know

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
1	3	Selected Response	1	Conventions of Standard English	D

This selected-response question requires students to identify and correct faulty verb formation (aligns with the Common Core State Standards' College and Career Readiness anchor standards [CCRA] W.5 and L.1). Students must read the sentence and recognize the incorrect verb formation.

Correct Response

Answer option D is the only option that corrects the verb formation error. Answer options A, B, and C all create incorrect forms of the verb "to know."

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Conventions of Standard English	3	Work on using nouns, verbs, adjectives, adverbs, pronouns, capitalization, commas, ending punctuation, quotation marks and prepositions correctly. Be sure to combine sentence parts correctly.	Challenge yourself to write more complex sentences, avoiding errors such as run-ons. Continue working on using nouns, verbs, adjectives, adverbs, pronouns, punctuation, and prepositions correctly.

Question 2

Busy Builders

Busy Builders

Yesterday, I visited my aunt Joan, who lives in Minnesota. She invited me to walk with her through the woods. I didn't knew what to say. I love spending time with my aunt, but the trees in the woods towered above me and seemed a little scary. My aunt really wanted to show me something, though, so I went with her.

We walked beside a creek before we stopped to rest beside a pond. Aunt Joan pointed out a big pile of sticks and tree trunks in the water. The pile divided the creek and the pond. Aunt Joan told me the pile was called a dam and was built by beavers.

"Look," my aunt said, and, sure enough, I saw two beavers! One was chewing a small tree trunk. Another was swimming toward the dam with a big branch in its mouth. That beaver crawled onto the dam and dropped the branch on top. Next, it swam to shore and got another stick. That beaver sure was busy!

The sun was setting, so we returned to my aunt's house. My aunt said she had to get supper ready. It's not every day you get to see beavers building a dam.

Which sentence best helps end the essay by showing how the writer feels about what she saw with her aunt?

- A. NO CHANGE
- B. I'm glad I took a walk with my aunt.
- C. Both my aunt and I were tired.
- D. My aunt led me inside.

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
2	3	Selected Response	3	Production of Writing	B

This selected-response question requires students to establish the clearest and most effective transition between ideas within a paragraph (aligns with CCRA.W.4–5). Students must read the entire paragraph that contains the highlighted sentence and determine which answer option provides the clearest, most precise, and most logical transition between the sentences preceding and following the highlighted portion.

Correct Response

Answer option B is the best choice. Option B logically transitions from the conclusion of the essay's narrative provided by the preceding sentence to the reflection in the following sentence. Answer options A, C, and D each introduce a continuation of the narrative that does not logically transition to the reflection in the last sentence of the essay.

Improvement Idea Statements

Reporting category	Grade	Low statement (scored below ACT Readiness Range)	High statement (scored at or above ACT Readiness Range)
Production of Writing	3	In your writing, work on focusing and developing your topic, organizing your ideas so they are easy to follow, and expressing your ideas in a clear way.	Practice writing for a variety of purposes. Work on developing topics effectively, organizing ideas logically, and expressing ideas in a clear and consistent way.