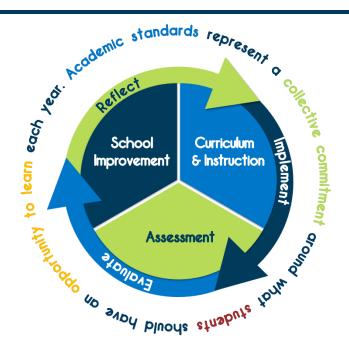
ILLINOIS STATE BOARD OF EDUCATION

Samples to Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



ENGLISH LANGUAGE ARTS SAMPLE ITEMS

GRADE 3

Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Grade 3 – Claim 1: Reading Literary Text

1st Text – P. 4

G2 C5 #

Today you will read and think about two passages Polar ilear and the blocky Pap. As you read these p

2nd Text – P. 11

Read Fart II of the passage from Little Pole: Beer and the Maky Pop True amove the quantum.

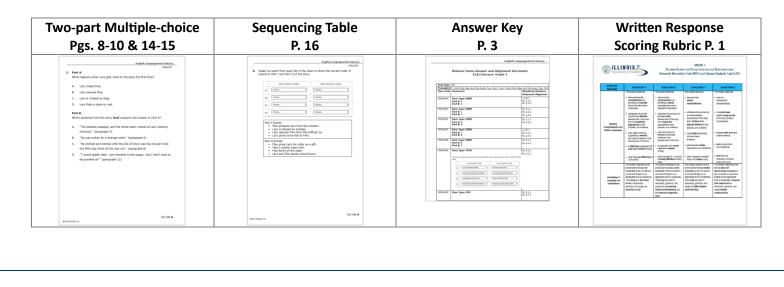
Writing Task – P. 17

Multiple items on the Illinois Assessment of Readiness (IAR) are linked to a set of texts to read, often accompanied by images or multimedia. The sample item set has two sections from a literary text and a writing task. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B. The second text also has an item in which students correctly sequence events in a table where partial credit is possible.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items and items such as the sequencing table in this sample. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B and complete the sequencing table with some correct interactions to receive partial credit. **Below proficient** students may inaccurately respond to Part A and Part B, as well as the sequencing table.

This sample item set also contains a Literary Analysis writing task comparing two texts. Student responses are graded according to page 1 of the <u>Literary Analysis Rubric</u>. Literary writing tasks often contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.



Grade 3 – Claim 2: Reading Informational Text

1st Text – P. 4



2nd Text – P. 8

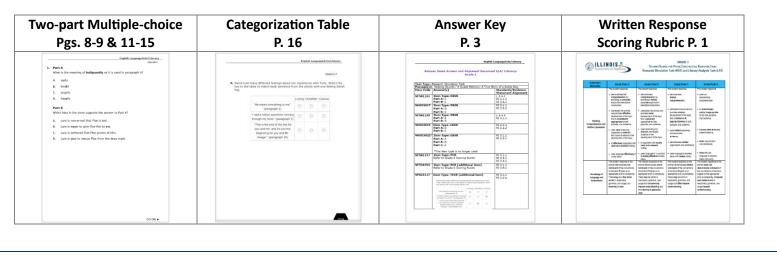


Here we provide <u>an informational text sample item set</u>. The set contains two informational texts to read and several two-part multiple-choice items. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each informational text prompt is followed by several two-part multiple-choice items that ask students to select a correct response in Part A of each item and then to select a response that supports that answer in Part B¹. The second text prompt also contains an item in which students categorize the meaning behind sentences from the text where partial credit is possible.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items and items such as the categorization table in this sample. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately or inconsistently respond to either Part A or Part B. Students at the above proficient and proficient levels are likely to correctly match all answers in the table. Approaching proficient students are likely to match one correct answer out of the three possible interactions. Below proficient students may inaccurately match all interactions.

The item set also contains a Research Simulation writing task. Student responses are graded according to page 1 of the <u>Research</u> <u>Simulation Task Rubric</u>. All Research Simulation writing tasks contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.



¹ One item has three parts, but three-part items have since been discontinued in favor of two-part items.

Grade 3 – Claim 3: Reading Vocabulary

1st Text – P. 4

<text><text><text><section-header><list-item><section-header><list-item><list-item><list-item><list-item><list-item><list-item><section-header><section-header><section-header>

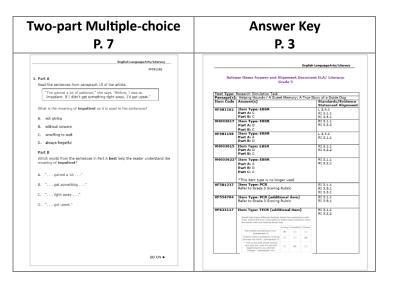
2nd Text – P. 8



Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This <u>released item set</u> (the same sample set from Claim 2) contains two embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to both parts of the vocabulary items. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately respond to Part A and Part B.



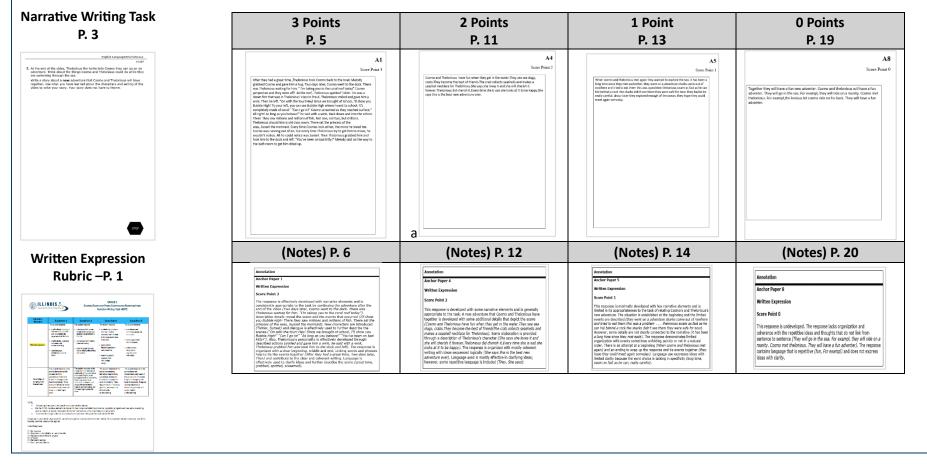
Grade 3 – Claim 4: Written Expression

Multimedia Prompt P. 2



The Written Expression Claim is measured through writing tasks. This <u>sample item</u> contains a Narrative Writing task with a multimedia prompt. This is followed by examples of student writing at different point levels. Comparing student responses to rubric criteria allows us to see how students earn points for performance of specific skills. The IAR <u>writing rubrics</u> align with performance level descriptors (PLDs) by specifying how different aspects of writing correspond to these proficiency levels.

Each writing sample is followed by notes that explain the rationale for the student's **Written Expression** score according to the rubric. The samples begin with the highest-scoring example and end with the lowest-scoring example. Students at the **above proficient** and **proficient** levels are likely to earn 3 or 2 points on writing tasks. **Approaching proficient** students are likely to earn 1 point. **Below proficient** students are likely to earn 0 points for their responses.



Grade 3 – Claim 5: Conventions

Conventions Writing Rubric P.2

Resolution of Language and Convertions	The student imposes to the prompt devocancies full command of the conventions of cancel Diplot is on appropriat while the overlaph, there may be a flavoration areas in motor lands, plannar, and coop, that meaning to their.	The student response to the percent demonstrates seen command of the servections of streamed Explosite et and the servection of the servection percentation of the servection memory that secrets in memory that secrets in memory that secrets and memory that secrets and memory that secrets and memory that secrets and memory that secrets and the memory of generally obtain.	The adulted response to the period data sectants limited conventions of database conventions of database based of energieshy. There may be atrice in moduration, partment, and using that other singular underspanding.	The student inspects to the private class and demonstrate communities of the conventions of standard trying of all the appropriate and standards present and standards present and standards present and standards and standards and and and and and and and and
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Sample writing tasks and student responses provide concrete examples of student writing at different levels. The IAR <u>writing rubrics</u> align with PLDs by specifying how different aspects of writing correspond to these proficiency levels. These <u>released item responses</u> contain notes that explain the rationale for student's **Conventions** score. These samples come from a variety of writing prompts; therefore, the types of responses will vary, but the conventions remain the focus of this claim. The samples begin with the highest-scoring example and end with the lowest-scoring example.

Students at the **above proficient** and **proficient** levels are likely to earn 3 or 2 points on writing tasks. **Approaching proficient** students are likely to earn 1 point. **Below proficient** students are likely to earn 0 points for their responses.

3 Points	2 Points	1 Point	0 Points
P. 6	P. 8	P. 14	P. 16
<text><text><text><text></text></text></text></text>	A3 in terms in 33.1 in terms in a second of experiments of the second	A6 Is the abbum bound as the do in prices here to be the dominant of the or of the dot indef the and the answer is the train and through the face of the age as the sense is built. But the dot of the dot prices is the dot built have been for of the age as the sense is the dot built of the dot of the dot prices is the dot built have been sender sense been been as the dot of the dot of the sense of the sense of the dot built have been as the sense of the dot of the dot of the sense of the sense of the sense.	A7 where the second se
vervoorvee Score Point 3	servicing at Score Point 2	*DODIMALE Score Point 1	enverses as Score Point 0
P.7	P. 9	P. 15	P. 17
Australians Acchire Paper 2 Score Poliol 3 The mapsing demonstrate full command of the convections of danolest flops in an appropriate and incompany. Accounter of control to the store of	Australian Safety in Type 7 Score Pietz 2 The seases deroutintie one among of the seasestics of particle legislit is a the sease deroutintie one among of the seasestics of particle legislit is the sease attribute to be applied of particle by the type op a direct test is extent. However, the water and the sease of the sease of the seasestic beauting the sease the seasestic particle by the type op a direct test is beauting the test and the sease of the sease of the seasestic beauting the sease the seasestic particle beauting the sease of the seasestic beauting the seasestic particle costs.	Autodass Autobar Pager 6 Sone Point 1 The suppres demonstrates instad connected of the convectors of danded brg.b. Copolations of portunities and a storaget. Sonare, error is instrated portunities Copolations by the tasker amonget account of the same of the same of the convectors of the same of the same of the convectors o	Amotor Paper 7 Score Paint 9 The secone Reventure is a connect of the covertons of calculated forgins. It cound now restrace formation is analyzed, there for the solution (David, a face object) application is demonstrated. Only, it is any bird regress that does not downstrate any degree of completo.