

Chapter 1: *i*LEAP English Language Arts, Grade 3

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 3. Test specifications, sample test questions, and scoring rubrics are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two on the second day.

Day One

Part 1: Writing

Part 2: Using Information Resources

Day Two

Part 3: Reading

Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills® (ITBS). Most of the items measure Louisiana GLEs. The survey battery is used to provide national norms.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

Item Types

The ELA test has seventy-eight (78) multiple-choice items and one writing prompt.

The multiple-choice items consist of an interrogatory stem and four or five answer options. These items assess a student's knowledge and conceptual understanding, and responses will be scored 1 if correct and 0 if incorrect.

In the Writing section of the assessment, students develop a composition in response to a specific topic, or writing prompt. Administration procedures for the Writing test require students to draft and edit the composition in the test booklet and write the final draft in the answer folder. The composition is scored according to Louisiana's writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

The NRT Component

The ITBS survey battery is the NRT component of the *i*LEAP ELA assessment. Sample questions that show what the questions are like and show how to mark answers are provided at the beginning of each subtest. This part of the assessment measures standards 1 and 7. Standard 6 (Students read, analyze, and respond to literature as a record of life experiences) is not tested at grade 3.

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school’s curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 6 presents the testing times and the number of questions for each subtest.

Table 6: Grade 3 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	10
Reading Comprehension	25	17
Language		
Spelling, Capitalization, Punctuation, Usage and Expression	30	43
Total	60	70

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

Reading

Vocabulary

Each vocabulary question presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension

The reading comprehension section includes passages that vary in length from a few lines to a full page. The passages are drawn from fiction, fables, tales, poetry, interviews, diaries, biographical sketches, science and social studies materials, and other nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter and of high interest.

At grade 3, there are twenty-seven (27) multiple-choice questions in the Reading test. The distribution across all items is 56 percent for standard 1 and 44 percent for standard 7. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

Language

The Language test contains multiple-choice questions about spelling, capitalization, punctuation, and usage and expression.

Spelling

Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

Capitalization

Capitalization questions present undercapitalization and overcapitalization errors in three contextual lines. Students identify the line of text containing an error, or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

Punctuation questions present underpunctuation and overpunctuation errors in three contextual lines. Students identify the line of writing in which an error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, colons, and semicolons is tested.

Usage and Expression

Usage questions and expression questions contain one or two sentences arranged in three lines. For usage, students must identify the line containing usage errors, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s content standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material. This component of *iLEAP* measures aspects of standards 2 and 5.

Standard 2 (Writing)

Students write competently for a variety of purposes and audiences.

Standard 5 (Using Information Resources)

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Writing

This part of the assessment asks students to write a composition in response to a writing prompt. At grade 3, the mode of writing will be narrative or descriptive. The Writing test is **untimed**, but students should be given a minimum of forty-five minutes to plan, write, and check their work. Students are allowed to use dictionaries and thesauruses for the Writing test.

Students are directed to focus attention on the:

- purpose and focus of the composition,
- intended audience,
- recommended length of the composition, and
- important elements that will be considered in evaluating the composition.

Students also are given a Writer’s Checklist to consult as a reference. Because of the heavy emphasis of standard 3 (conventions of writing) on the survey battery, student compositions will be scored only for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a third-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

Scoring Information for Writing

Student compositions are scored from 2 to 8 points, according to Louisiana’s scoring rubric for Writing, in the dimensions of Composing and Style/Audience Awareness.

Dimensions	Possible Points
Composing	4 (1 to 4 pt. scale)
Style/Audience Awareness	4 (1 to 4 pt. scale)

Each student composition is scored by two readers, with scores averaged for each dimension. For example:

Dimension	Reader 1	Reader 2	Average
Composing	3	4	3.5
Style/Audience Awareness	2	2	2
Total Score	5.5		

Louisiana Scoring Rubric for Writing

The general rubric used to score both dimensions of Writing is:

4	The writer demonstrates consistent , though not necessarily perfect, control of almost all of the dimension’s features.
3	The writer demonstrates reasonable , but not consistent, control of most of the dimension’s features indicating some weakness in the dimension.
2	The writer demonstrates enough inconsistent control of several features to indicate significant weakness in the dimension.
1	The writer demonstrates little or no control of most of the dimension’s features.

Control is the ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each dimension. Specific features within the dimensions follow:

The Composing dimension includes the focusing, supporting, and structuring that a writer does to construct an effective message for a reader. The writer crafts that message by focusing on a central idea, providing elaboration of ideas to support the central idea, and delivering the central idea and its support in a unified, organized text.

Score Points	Central Idea	Elaboration	Organization and Unity
4 Consistent Control	<ul style="list-style-type: none"> • sharp focus • clarity of purpose • strategy (preplanning and foreshadowing) 	<ul style="list-style-type: none"> • selected information • thorough elaboration • ideas are developed (examples) • necessary information • specific details 	<ul style="list-style-type: none"> • wholeness throughout • ideas related to central idea • beginning, middle, end • logical order • transitions • sense of completion
3 Reasonable Control	<ul style="list-style-type: none"> • clear central idea • clear focus 	<ul style="list-style-type: none"> • ideas are developed • necessary information • relevant • may have uneven development 	<ul style="list-style-type: none"> • beginning, middle, end • logical order • simple transitions • wholeness (may have a weak ending)
2 Inconsistent Control	<ul style="list-style-type: none"> • vague central idea • shifts in focus • digressions 	<ul style="list-style-type: none"> • listing • information may be superficial, incomplete, and/or irrelevant • idea clusters • little or uneven development 	<ul style="list-style-type: none"> • weak beginning, middle, end • retreats and/or repetitions • gaps • random order • no ending
1 Little or No Control	<ul style="list-style-type: none"> • unclear central idea • confusion 	<ul style="list-style-type: none"> • automatic writing without selection • relevant information missed • little or no development • minimal information 	<ul style="list-style-type: none"> • no beginning or end • severe gaps • random order • too little to demonstrate

The **Style/Audience Awareness dimension** comprises features of linguistic expression: how a writer purposefully shapes and controls language to affect readers. This dimension focuses on the expressiveness, specificity, rhythm of the piece, and on the writer’s presence or voice.

Score Point	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
4 Consistent Control	<ul style="list-style-type: none"> word choice is appropriate, relevant, vivid, power verbs stylistic techniques (imagery, similes) 	<ul style="list-style-type: none"> selected for relevance and/or impact vivid examples or anecdotes appropriate to audience manipulates audience (humor) 	<ul style="list-style-type: none"> some variety in structure (beginnings, endings), complexity, length 	<ul style="list-style-type: none"> consistent, clear, vibrant tone and voice individual personality engages and/or manipulates audience
3 Reasonable Control	<ul style="list-style-type: none"> clear appropriate relevant some variety 	<ul style="list-style-type: none"> some selected information some examples appropriate to audience 	<ul style="list-style-type: none"> some variety in structure and/or complexity and/or length And, But beginnings 	<ul style="list-style-type: none"> consistent tone aware of audience clear voice
2 Inconsistent Control	<ul style="list-style-type: none"> generic overused some may be inappropriate wrong word 	<ul style="list-style-type: none"> contradictions bare bones lists information irrelevant superficial 	<ul style="list-style-type: none"> sentence patterns simple sentences overextended sentences And, But beginnings 	<ul style="list-style-type: none"> vague weak awareness of audience inappropriate monotonous inconsistent tone
1 Little or No Control	<ul style="list-style-type: none"> functional inappropriate wrong word omission errors 	<ul style="list-style-type: none"> automatic writing too little information inappropriate abrupt change from central idea 	<ul style="list-style-type: none"> simple patterns on and on 	<ul style="list-style-type: none"> confusing absent no awareness of audience unengaged

English Language Arts Test Specifications

Table 7 provides the test specifications for the grade 3 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 7: Grade 3 English Language Arts Test Specifications

Standards	% of Total Points
Standard 1	17
Standard 6	0
Standard 7	14
Standard 2	15
Standard 3	44
Standard 5	9
Total	100

Seventy-eight 1-point MC items plus the 8-point Writing prompt equals an 86-point test.

Standards, Benchmarks, and GLEs Assessed

Louisiana’s English Language Arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need. For example, the prekindergarten GLE “participate in group-shared writing experiences that include rhyming and descriptive words” begins the development of the concept “recognizing and applying literary devices.” In subsequent grades, GLEs build on this foundational literary concept.

Most of the grade 3 standards, benchmarks, and GLEs are eligible for assessment on the grade 3 *iLEAP*. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *iLEAP*. GLE numbers 12 and 13 are not assessable in a multiple-choice format. GLE numbers 36, 47, 48, and 50 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Explanation of Codes:

GLEs are numbered consecutively at each grade level and grouped according to standard.

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are **not** assessed on *iLEAP*.

Standard 5 relates to research skills.

ELA codes are arranged by content area, standard number, grade cluster (E, M, H), benchmark number, and GLE number. The first part of the code is always ELA. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number. The fourth part indicates the GLE number. Table 8 provides three examples of ELA codes.

Table 8: Examples of English Language Arts Codes

Code	Translation
ELA-1-E4-GLE 5	English Language Arts, Standard 1, Elementary, Benchmark 4, GLE 5
ELA-4-M1-GLE 32	English Language Arts, Standard 4, Middle School, Benchmark 1, GLE 32
ELA-3-H3-GLE 25	English Language Arts, Standard 3, High School, Benchmark 3, GLE 25

The following chart presents **all** grade 3 ELA standards, benchmarks, and GLEs.

GRADE 3
ENGLISH LANGUAGE ARTS STANDARDS, BENCHMARKS, AND GLEs

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
<p>ELA-1-E1: gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning</p>	<ol style="list-style-type: none"> 1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1) 2. Decode similar words (e.g., <i>supper</i> vs. <i>super</i>) using knowledge of basic syllabication rules (ELA-1-E1) 3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1) 4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1) 5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1) 6. Determine meanings of unfamiliar words using a variety of strategies, including: <ul style="list-style-type: none"> • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words (ELA-1-E1)
<p>ELA-1-E2: using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing)</p>	
<p>ELA-1-E3: adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving)</p>	<ol style="list-style-type: none"> 7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)
<p>ELA-1-E4: recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection</p>	<ol style="list-style-type: none"> 8. Identify story elements including: <ul style="list-style-type: none"> • theme • conflict • character traits, feelings, and motivation (ELA-1-E4) 9. Identify literary devices, including idioms and personification (ELA-1-E4)
<p>ELA-1-E5: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages—450–1,000 words; range for nonfiction—450–850 words)</p>	<ol style="list-style-type: none"> 10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)

ELA-1-E6: interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations	11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
ELA-1-E7: reading with fluency (natural sequencing of words) for various purposes (e.g., enjoying, learning, problem solving)	12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7) 13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
Standard Six: Students read, analyze, and respond to literature as a record of life experiences.	
Benchmarks	Grade-Level Expectations
ELA-6-E1: recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
ELA-6-E2: recognizing and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, short stories)	15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)
ELA-6-E3: identifying and distinguishing key differences of various genres	16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)
Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.	
Benchmarks	Grade-Level Expectations
ELA-7-E1: using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts (ELA-7-E1)

ELA-7-E2: using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts	18. Explain chosen solutions to problems in texts (ELA-7-E2)
ELA-7-E3: recognizing an author's purpose (reason for writing), and viewpoint (perspective)	19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3) 20. Explain the author's viewpoint using information from the text (ELA-7-E3)
ELA-7-E4: using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations	21. Apply basic reasoning skills, including: <ul style="list-style-type: none"> • identifying differences between fact and opinion • skimming and scanning texts to locate specific information • identifying multiple causes and/or effects in texts and life situations • raising questions to obtain clarification and/or direct investigation • connecting what is learned to real-life situations (ELA-7-E4)
Standard Two: Students write competently for a variety of purposes and audiences.	
Benchmarks	Grade-Level Expectations
ELA-2-E1: drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end)	22. Write compositions of two or more paragraphs that are organized with the following: <ul style="list-style-type: none"> • a central idea • a logical, sequential order • supporting details that develop ideas • transitional words within and between paragraphs (ELA-2-E1)
ELA-2-E2: focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions	23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
ELA-2-E3: creating written texts using the writing process	24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> • selecting a topic • prewriting using strategies such as brainstorming, locating information, and generating graphic organizers • drafting • conferencing with teachers • revising and proofreading • creating a final draft for publication (ELA-2-E3)
ELA-2-E4: using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs)	25. Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)

ELA-2-E5: recognizing and applying literary devices (e.g., figurative language)	26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)
ELA-2-E6: writing as a response to texts and life experiences (e.g., journals, letters, lists)	27. Write for various purposes, including: <ul style="list-style-type: none"> informal letters using appropriate letter format book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)
Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	
Benchmarks	Grade-Level Expectations
ELA-3-E1: writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence	28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
ELA-3-E2: demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments	29. Use standard English punctuation, including: <ul style="list-style-type: none"> commas to separate phrases in a series commas to separate parts of addresses (ELA-3-E2) 30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
ELA-3-E3: demonstrating standard English structure and usage by writing clear, coherent sentences	31. Write using standard English structure and usage, including: <ul style="list-style-type: none"> avoiding run-on sentences using verbs in the future tense making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
ELA-3-E4: using knowledge of the parts of speech to make choices for writing	32. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> using standard future verb tenses using a variety of conjunctions, such as <i>although</i>, <i>since</i>, <i>until</i>, and <i>while</i>, in constructing sentences using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions identifying and using irregular plural nouns correctly using first-, second-, and third-person pronouns correctly selecting and using adverbs that modify according to time, place, manner, and degree identifying and using irregular verb tenses (ELA-3-E4)

<p>ELA-3-E5: spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</p>	<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> • multisyllabic words made up of both base words and roots and common prefixes and suffixes • compound words • common homophones (ELA-3-E5) <p>34. Follow common spelling generalizations, including <i>qu-</i>, consonant doubling, and changing <i>-y</i> to <i>-i</i> (ELA-3-E5)</p> <p>35. Alphabetize to the third letter (ELA-3-E5)</p> <p>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)</p>
<p>Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.</p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>ELA-4-E1: speaking intelligibly, using standard English pronunciation</p>	<p>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)</p>
<p>ELA-4-E2: giving and following directions/procedures</p>	<p>38. Give and follow precise directions and instructions (ELA-4-E2)</p>
<p>ELA-4-E3: telling or retelling stories in sequence</p>	<p>39. Tell a complex story that includes the following:</p> <ul style="list-style-type: none"> • a central idea • ideas and details organized chronologically (ELA-4-E3)
<p>ELA-4-E4: giving rehearsed and unrehearsed presentations</p>	<p>40. Give rehearsed oral presentations that include the following:</p> <ul style="list-style-type: none"> • expression of an opinion about a text, topic, or idea • relevant facts and details from multiple sources (ELA-4-E4) <p>41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)</p>
<p>ELA-4-E5: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>	<p>42. Use active listening strategies, including:</p> <ul style="list-style-type: none"> • asking questions and responding to ideas/opinions • giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
<p>ELA-4-E6: listening and responding to a wide variety of media (e.g., music, TV, film, speech)</p>	<p>43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)</p>

ELA-4-E7: participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)	44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)
Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
Benchmarks	Grade-Level Expectations
ELA-5-E1: recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)	45. Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> • electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features • printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings • the Dewey Decimal system • electronic and online catalogs (ELA-5-E1)
ELA-5-E2: locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)	46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2) 47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)
ELA-5-E3: locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics	48. Use keywords to take notes from written sources (ELA-5-E3) 49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
ELA-5-E4: using available technology to produce, revise, and publish a variety of works (e.g., book reviews, summaries, short research reports)	50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)
ELA-5-E5: giving credit for borrowed information by telling or listing sources	51. Use simple bibliographic information to cite source (ELA-5-E5)
ELA-5-E6: recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)	52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)

Sample Test Items: Grade 3 ELA

The prompts, resource materials, reading passages, and items below are representative of prompts, questions, and passages that will appear on actual tests.

Writing Prompts

Below are two writing topics similar to topics that will appear on an *iLEAP* English Language Arts test. One is a narrative prompt and one is a descriptive prompt.

Sample Writing Prompt A

Read the topic in the box below and write a well-organized composition of about one to two paragraphs. Be sure to follow the suggestions listed under the box.

Your teacher has asked you to write a composition about something that happened that you will always remember.

Before you begin to write, think about something that happened that you will always remember. What happened that was so memorable?

Now write a story about something that happened that you will always remember.

- Your composition should have at least one paragraph.
- Give details and enough information so your teacher will understand what happened.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write in narrative mode. Other prompts may invite students to write in descriptive mode and may take the form of essays or letters.

Sample Writing Prompt B

Read the topic in the box below and write a well-organized composition of about one to two paragraphs. Be sure to follow the suggestions listed under the box.

Your teacher has asked you to write a description of yourself for someone who has never met you.

Before you begin to write, think about how you would describe what you look like to someone who has never met you. What would you say about yourself so this person could imagine what you look like?

Now write a description of yourself for a person who has never met you.

- Your composition should have at least one paragraph.
- Give details and enough information so the person will be able to picture what you look like.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write in descriptive mode. Other prompts may invite students to write in narrative mode and may take the form of essays, stories, or letters.

Using Information Resources

Below is a set of reference sources that is representative of the types of materials that may be included in this section of the *iLEAP* English Language Arts test. All reference sources will be related to a single research topic, and students will use the sources to answer a set of multiple-choice questions. Questions 1 through 5 following these reference sources are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Sample Using Information Resources Materials and Questions

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages ___ and ___.

Research Topic: Types of Houses

Suppose you want to find out more about types of houses for a report you are writing. Three different sources of information about houses are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. From the Book *Every House Is a Home*

- a. Copyright Page (page ___)
- b. Table of Contents (page ___)

2. From the Magazine *Arctic Life*

“House of Snow” (page ___)

3. From *Encyclopedia of Building*

- a. Types of Houses Chart (page ___)
- b. “Stilt Houses” (page ___)

Note: Model bibliographic entries for different types of documents are on page ___.

Directions: Skim pages ___ through ___ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages ___ and ___. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. From the Book *Every House Is a Home*
a. Copyright Page

Every House Is a Home

By Bonnie Daniels



Published by
Graystone Publishing
714 Central Ave.
Chicago, IL 60601

Copyright © 2000 by Bonnie Daniels. All rights reserved.

This book may not be reproduced in any form without permission.
For information contact Graystone Publishing,
714 Central Ave., Chicago, IL 60601.

ISBN: 11-4444-22-7666

Printed in the United States of America

February 2000

2. From the Book *Every House Is a Home*
b. Table of Contents

Table of Contents



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Chapter 1: Houses Made of Earth	
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Roman villas	20-23
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Chapter 4: Modern Houses	
Brick houses	30-32
Steel and glass houses	33-36
Recycled houses	37-40
Index	41-45

2. From the Magazine *Arctic Life*
“House of Snow”

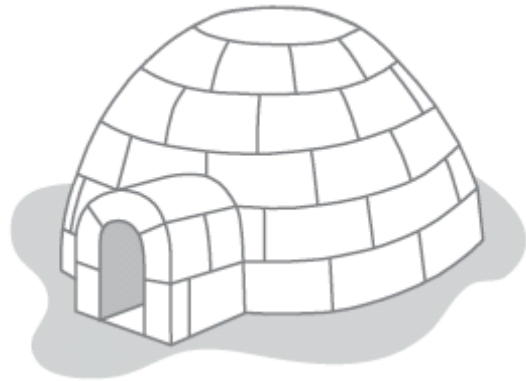
Arctic Life

November 2004

HOUSE OF SNOW

By Jeffrey Morgan

People who live in the Arctic still use Snow to make their houses, which are called *igloos*. They have been making igloos for hundreds of years.



How is an igloo made?

An igloo is made from huge blocks of snow, which are about eighteen inches thick. The blocks are placed in the shape of a circle. Then blocks of snow are placed along the bottom line of the circle. All the rows of snow are done in the same way and placed in the shape of a dome. Snow is placed on the walls of the igloo to fill in the gaps. After the last block of snow is placed in the center, a hole is cut from the inside in one of the walls. Small holes are cut in the walls to provide air. A tunnel of snow, leading to the entrance of the igloo, is built. Inside the igloo, a bed of snow is made, and it is covered with animal skins. Skins also are placed across the entrance of the igloo and over its walls.

How does it stay warm inside an igloo?

It stays warm in an igloo because of the nature of snow. Snow is a good insulator, which means it can keep the cold wind out and the heat in. It also can trap and hold the body heat of the people who live in the igloo. The skins covering the walls of the igloo and the air trapped between the skins and the walls also help keep the inside warm.

3. From *Encyclopedia of Building*
a. Types of Houses Chart

People live in many types of houses. Some people live in unusual homes, depending on the areas they live in. Homes can be built from many types of materials. The materials used to build certain types of homes depend on where the homes are built.

The chart below contains information about some different types of houses.

Types of Houses

Type	Building Materials	Location	Most Frequent Uses	Length of Time House Will Last
Adobe House	Mud, straw, some wood beams	Southwestern United States and Mexico	In dry, hot places or deserts	More than one hundred years
Igloo	Snow, ice, sealskin	The Arctic	As temporary housing during winter months	A few months
Pole House	Wood, leaves, palms	Coastal areas	On sites that are near to or on water	Twenty to thirty years
Houseboat	Wood, fiberglass	Oceans, lakes, or rivers	When living on the water and moving from place to place	Ten to twenty years
Teepee or Tent House	Tree limbs, animal hides	Midwestern plains	As temporary housing that can be moved easily	Three to seven years
Stucco House (modern)	Cement, sand, water	All over the world	In places that are not too wet	Depends on upkeep and repair

4. From *Encyclopedia of Building*
b. “Stilt Houses”

Stilt Houses



In many countries around the world, people who live in places near an ocean or a large body of water live in stilt houses. A stilt house is a house built on sturdy tall posts about ten to twelve feet high. Building a house this high above the water has many advantages. One big advantage is that the house stays above the water level at high tide. Crawling creatures cannot get inside. Also, houses built on stilts are tall enough to be cooled by breezes.

When planning a stilt house, builders must be careful to use the correct type of wood for the stilts. They must find wood that will not be easily damaged by standing in water for many years. Otherwise, the stilts that the house is built on will need to be replaced about every five years.

The first step in building a stilt house is putting up the posts or stilts. The sea has to be at a low level to allow workers to do this job. Because stilt houses are quite large, many workers are needed to help put up stilts. Putting up one stilt takes twenty workers. Before a stilt is put up, the end that goes down into the ground is sharpened so it will go in easily. Workers mark the place where they want the stilt to go. Then workers divide themselves into two groups. They tie a strong long rope around the stilt. One group holds onto one side while the other group holds the other side.

Next, a group of workers stands ready on either side while another group guides the stilt into position. Once the stilt is standing, the workers holding onto the ropes start pulling in and out until the pointed end of the post is pushed down about three feet deep into the bottom of the ocean floor. The workers continue putting down stilts until enough have been placed to build a house. A solid floor is then built on top of the stilts. Each house has one large room, where the whole family lives and sleeps. Some stilt houses have a separate kitchen in the front.

Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA (Modern Language Association) Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

1 In which chapter of the book *Every House Is a Home* would you find information about slab houses?

- A** Houses Made of Earth
- B** Houses Made of Wood
- C** Houses Made of Stone
- D** Modern Houses

Correct response: C

Match to GLE: This item measures ELA-5-E1-GLE 45: locate and select information using a variety of organizational features in grade-appropriate resources. This item measures a student's ability to use a table of contents; other items may require students to use indexes, Web page directories, or other organizational features to locate information.

2 Which resource gives the most information about houses built on water?

- A** "Stilt Houses" from *Encyclopedia of Building*
- B** "House of Snow" from the magazine *Arctic Life*
- C** The table of contents from the book *Every House Is a Home*
- D** The Types of Houses chart from *Encyclopedia of Building*

Correct response: A

Match to GLE: This item measures ELA-5-E2-GLE 46: locate information from multiple sources. These items measure a student's ability to choose the best source for locating a specific piece of information.

- 3 Look at the outline of information based on “Stilt Houses” from *Encyclopedia of Building*.

I.	Description of a Stilt House
A.	Has solid wood floor built on posts
B.	Sits on stilts ten to twelve feet high
C.	_____
II.	Preparing to Build a Stilt House
A.	Must use wood that suits area
B.	_____
III.	Building a Stilt House
A.	Must sharpen end of post that goes in ground
B.	Need twenty workers to put up one stilt
C.	_____

Which information goes in the blank at I.C?

- A Need sea to be at low level
- B Has separate kitchen in front
- C Must tie strong long rope around stilt
- D Is tall enough to be cooled by breezes

Correct response: D

Match to GLE: This item measures ELA-5-E3-GLE 49: complete simple outlines with main topics and subtopics that reflect the information gathered. These items test a student’s ability to fill in a partially completed outline by referencing a particular information source.

- 4 Use the model bibliographic entries and the copyright page to answer this question.

Daniels, Bonnie. Every House Is a Home. : Graystone
Publishing, .

Which information goes in the two circles?

- A Chicago; 2000
- B United States; 2000
- C February 2000; Chicago
- D United States; February 2000

Correct response: A

Match to GLE: This item measures ELA-5-E5-GLE 51: use simple bibliographic information to cite a source. This item tests a student's ability to locate information to complete a partial bibliographic citation. Other items may test a student's ability to correctly identify part of a bibliographic citation from a choice of four.

- 5 **Which type of house listed in the Types of Houses chart from *Encyclopedia of Building* can last for more than one hundred years?**

- A Igloo
- B Houseboat
- C Adobe house
- D Stucco house

Correct answer: C

Match to GLE: This item measures ELA-5-E6-GLE 52: locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps. This item measures a student's ability to locate information in a chart; other items may require students to locate information on another type of graphic organizer.

Sample NRT Multiple-Choice Items

Questions 6 through 28 are sample multiple-choice items representative of those used on the norm-referenced parts of the *iLEAP* test. The survey battery of the Iowa Tests of Basic Skills (ITBS) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 3, while some items address Louisiana GLEs at other grade levels.

Vocabulary

Questions 6 and 7 ask students to identify meanings of words in a context. Students should choose the word or phrase with the same meaning as the underlined word in the stem.

6 **Stumbled on the steps**

- A tripped
- B skipped
- C fumbled
- D scrambled

Correct Response: A

Match to GLE: This item measures ELA-1-E1-GLE 6: determine meanings of unfamiliar words using a variety of strategies.

7 **A very odd rock**

- A smooth
- B hard
- C sharp
- D strange

Correct Response: D

Match to GLE: This item measures ELA-1-E1-GLE 6: determine meanings of unfamiliar words using a variety of strategies.

Reading

Following are two sample reading passages that show the type of passages that may be included in this part of the *iLEAP* English Language Arts test. After reading a passage, students will then respond to several multiple-choice items. Questions 8 through 18 are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Directions: Questions 8 through 13 are based on the following passage.

One Friday morning our class visited a bakery. Jeff Green’s father is a baker, and he invited Jeff’s class to come. The bakery was very clean, and oh, how good it smelled! We watched two men take pies, cakes, and many kinds of rolls from the big ovens. Three women put frosting on the cakes that had cooled. We learned a new word for “frosting.” Bakers call it “icing.” Jeff’s father was putting white icing on a tall cake and decorating it with sugar flowers and leaves. He put a little bride and groom on top. When we left the bakery, Mr. Green gave us some cookies.

8 **What is the best name for this story?**

- A** “How Cakes Are Made”
- B** “Jeff Green’s Father”
- C** “Our Visit to the Bakery”
- D** “We Learn about Cake Icing”

Correct Response: C

Match to GLE: This item measures ELA-7-E1-GLE 17: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: identifying main idea of texts.

9 **What is the purpose of the “icing”?**

- A** It cools the cake.
- B** It holds the frosting on the cake.
- C** It keeps the cake fresh.
- D** It makes the cake taste better.

Correct Response: D

Match to GLE: This item measures ELA-7-E1-GLE 17: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: identifying main idea of texts.

10 **What kind of cake was Mr. Green decorating?**

- A** Wedding cake
- B** Birthday cake
- C** Sugar cake
- D** Spice cake

Correct Response: A

Match to GLE: This item measures ELA-1-E6-GLE 11: connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses.

11 **What were the three women doing?**

- A** Cooling the cakes
- B** Putting icing on the cakes
- C** Making frosting for the cakes
- D** Getting cookies ready for the children

Correct Response: B

Match to GLE: This item measures ELA-1-E5-GLE 10: demonstrate understanding by summarizing stories and information: selected details from the text.

12 What kind of cookies did the children get?

- A** Sugar cookies
- B** Frosted cookies
- C** Leaf-shaped cookies
- D** The story does not say.

Correct Response: D

Match to GLE: This item measures ELA-1-E5-GLE 10: demonstrate understanding by summarizing stories and information: selected details from the text.

13 Which best tells what happens at a bakery?

- A** The baker gives away cookies.
- B** Women frost the cakes better than men.
- C** The bakers make many tasty foods.
- D** A bakery smells good when it is clean.

Correct Response: C

Match to GLE: This item measures ELA-7-E1-GLE 17: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: identifying main idea of texts.

Directions: Questions 14 through 18 are based on the following paragraph.

The Statue of Liberty is a giant copper lady holding a big torch high over her head. She stands on a little island in New York Harbor. She was given to the American people by the people of France. She is so big that she had to be brought to the United States in many pieces. After she got here, she was carefully put together.

Since 1886, she has been welcoming ships coming into New York Harbor. Americans watch for her when they come home from a trip across the Atlantic Ocean. She stands for the thing they hold most dear.

14 Where is the Statue of Liberty?

- A** In Independence Hall
- B** On an island near France
- C** On an island in New York Harbor
- D** On an island in the Atlantic Ocean

Correct Response: C

Match to GLE: This item measures ELA-1-E5-GLE 10: demonstrate understanding by summarizing stories and information: selected details from the text.

15 The Statue of Liberty is

- A** a lady holding a light in her hand.
- B** a mother with a baby in her arms.
- C** a woman soldier on horseback.
- D** a bell with a crack in it.

Correct Response: A

Match to GLE: This item measures ELA-7-E1-GLE 17: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: identifying main idea of texts.

16 **Where did the statue come from?**

- A** It was built in an American factory.
- B** It was a gift from the French people.
- C** It was captured in a war.
- D** It was dug up in an old city.

Correct Response: B

Match to GLE: This item measures ELA-1-E5-GLE 10: demonstrate understanding by summarizing stories and information: selected details from the text.

17 **Why did the statue come to the United States in pieces?**

- A** The French people wanted it to be a surprise.
- B** The parts were made in different countries.
- C** It was broken on the way.
- D** It was too large to bring in one piece.

Correct Response: D

Match to GLE: This item measures ELA-7-E1-GLE 17: demonstrate understanding of information in grade-appropriate texts using a variety of strategies: making simple inferences.

18 **Why do Americans love this statue?**

- A** Because it was made in France
- B** Because it stands for freedom
- C** Because it guards New York Harbor
- D** Because it guides ships at sea

Correct Response: B

Match to GLE: This item measures ELA-1-E6-GLE 11: connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences.

Language Questions

The Language part of the ELA test requires students to find mistakes in writing. The directions tell what type of mistake to look for (organization, spelling, capitalization, punctuation, usage, or expression.)

Below are sample NRT items similar to those that will appear in the Language section of the iLEAP English Language Arts test.

Directions: Questions 19 and 20 are based on the following paragraph.

¹My mom paid two dollars for a bucket of fish. ²We stood by the pool. ³I could see dolphins swimming underwater. ⁴I took a fish by its tail. ⁵Held it above the water. ⁶Then just as my arm was getting tired, a dolphin poked out of the water. ⁷I reached to pet it, but it had already grabbed my fish. ⁸That was neat!

19 Choose the best first sentence to add to this story.

- A I like to go out to eat with my mom.
- B Did you ever wonder what dolphins eat?
- C The best part of our day at the zoo was feeding the dolphins.
- D People have always enjoyed watching dolphins as they swim in the ocean.

Correct Response: C

Match to GLE: This item measures ELA-2-E1-GLE 22: write compositions of two or more paragraphs that are organized in a logical, sequential order.

20 What is the best way to write sentences 4 and 5?

- A Took a fish tail held it above the water.
- B Held its tail above the water a fish I took.
- C I held the fish I took by its tail above the water.
- D I took a fish by its tail and held it above the water.

Correct Response: D

Match to GLE: This item measures ELA-3-E3-GLE 31: write using standard English structure and usage.

Directions: Questions 21 and 22 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

- 21** **A** club
 B felt
 C furst
 D color
 E (No mistakes)

Correct Response: C

Match to GLE: This item measures ELA-3-E5-GLE 33: spell grade-appropriate words.

- 22** **A** movd
 B held
 C snow
 D meat
 E (No mistakes)

Correct Response: A

Match to GLE: This item measures ELA-3-E5-GLE 34: follow common spelling generalizations, including qu-, consonant doubling, and changing -y to -i.

Directions: Questions 23 through 26 ask students to look for mistakes in capitalization and punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 23** **A** I have a turtle for a
 B pet, but ben would
 C rather have a hamster.
 D (No mistakes)

Correct Response: B

Match to GLE: This item measures grade 2 ELA-3-E2-GLE 29: capitalize proper nouns.

- 24** **A** this is a story
 B about a little boy who
 C got lost in the woods.
 D (No mistakes)

Correct Response: A

Match to GLE: This item measures grade 1 ELA-3-E2-GLE 31: capitalize the first word of a sentence.

- 25 **A** The moon was big and
 B yellow It looked like a
 C golden coin in the sky.
 D (No mistakes)

Correct Response: B

Match to GLE: This item measures grade 1 ELA-3-E2-GLE 33: use standard English punctuation, including periods at the end of sentences.

- 26 **A** My favorite desserts are
 B chocolate pudding and ice
 C cream. What's your favorite?
 D (No mistakes)

Correct Response: D

Match to GLE: This item measures ELA-3-E2-GLE 29: use standard English punctuation.

Directions: Questions 27 and 28 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 27** **A** Anna kicked the
 B ball more farther
 C than anyone else.
 D (No mistakes)

Correct Response: B

Match to GLE: This item measures ELA-3-E3-GLE 31: write using standard English structure and usage.

- 28** **A** We blowed up
 B balloons and hung
 C them from the ceiling.
 D (No mistakes)

Correct Response: A

Match to GLE: This item measures ELA-3-E4-GLE 32: apply knowledge of parts of speech in writing, including identifying and using irregular verb tenses.