

**Grade 3  
English Language Arts  
Practice Test**

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**Stimulus for Questions 8 – 15**

## Stimulus for Questions 8 – 15

### Passage 1: When a Wild Bird Needs Your Help

by Carolyn Combs

- 1 One spring day you spy a baby bird **frantically** hopping up and down in your yard. The bird seems alone and unable to fly. You want to help. What can you do?
- 2 First, find an adult to help you. Look for signs of injury . . . . **If injured—**
- carefully place in a box with air holes and lined with a towel
  - keep warm
  - contact a licensed wildlife **rehabilitator** by searching at [www.owra.org](http://www.owra.org), [www.wildliferehabinfo.org](http://www.wildliferehabinfo.org), or by asking a veterinarian
  - ask a wildlife rehabilitator before giving any food or water
- 3 If not injured—
- can the bird hop?
  - If yes, it's a **fledgling** and ready to be out of a nest.
  - If the fledgling is in a dangerous place, move it to a nearby tree branch
  - help by keeping people and pets out of the area while the young bird becomes a good flyer.
- 4 If it's too young to hop, call a wildlife rehabilitator. Call a wildlife rehabilitator for all injured adult birds. Have fun watching, but remember it's illegal to keep wildlife as pets.

#### Glossary

frantically: doing something fast

rehabilitator: someone who fixes things

fledgling: a young, inexperienced bird

injured: harmed or wounded

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## Passage 2: Her Patients Have Wings and Beaks

by Elizabeth Armstrong Hall

*In this passage, Elizabeth Armstrong Hall interviews bird veterinarian Dr. Leila Marcucci.*

- 5 “I never had a pet bird as a kid,” says bird veterinarian Dr. Leila Marcucci. “We had cats.” She still has cats (and no birds). But these days, she treats other people’s pet birds at the Bay Area Bird Hospital in San Francisco, California. Her patients are cockatiels, parakeets, African grey parrots, cockatoos, macaws, canaries, chickens, turkeys and pigeons. Her largest patient was an 11-pound turkey. Her tiniest was a blue cap finch that weighed only one-quarter of an ounce.

**How did you train to become a bird vet?**

- 6 I’ve always loved science. I majored in Marine Biology in college. But I didn’t know I wanted to be a veterinarian until I had almost graduated. After college I went to the University of Illinois College of Veterinary Medicine for four years. Then I took courses to specialize in birds. I also trained with bird vets.

**Why do birds have to visit a vet?**

- 7 Every animal (including people!) should see a doctor for checkups and when they’re feeling sick. Unlike people, birds are good at hiding their illnesses, sometimes until it’s too late. **Annual** exams can find problems that a bird hides from its human family.

**Why do birds need a special bird vet?**

- 8 There are over 9000 species of birds, including 300 kinds of parrots. Bird vets can take better care of each patient because they have specialized knowledge.

**How do you examine a bird to see if it’s healthy or not?**

- 9 I start with its eyes, nose, and ears, and listen to its heart and lungs. Then I check its wings, legs, and feet. I also examine its feathers, skin, and belly.

**What’s the most common mistake people make when taking care of pet birds?**

- 10 The most common mistake is giving them birdseed. Birdseed is high in fat and low in nutrients. It’s like if you ate only bread and butter. . . .

**What is the best diet for pet birds?**

- 11 The best diet includes special bird **pellets**, fresh leafy greens and small amounts of fruit and protein, like cheese, cooked meat, fish or chicken. Tofu or a hard-boiled egg are also good sources of protein.

**How long can healthy birds live?**

- 12 Parakeets can live up to 10 years, and cockatiels 20 to 30 years. An amazon parrot could live for more than 60 years.

**Dogs have a powerful sense of smell. What is a bird’s strongest sense?**

- 13 Birds have excellent vision. Some, like owls, have super strong hearing.

**Which birds are the best “talkers”?**

- 14 African grey parrots, amazons, macaws, cockatoos and cockatiels are the best talkers. Of the parrots, parakeets have the largest vocabulary (nearly 2000 words!).

**What other animals do you treat?**

- 15 I also treat rabbits and rodents, like rats, mice, guinea pigs, hamsters and chinchilla. I also treat reptiles like turtles, tortoises, lizards, and snakes.

**Describe your most unusual patient.**

- 16 One day we found a big white pigeon, a king pigeon, outside the bird hospital. With a little **coaxing**, he hopped right in. He had huge foot sores that needed surgery. He certainly came to the right place!

**Glossary**

annual: something that happens every year

pellets: a small, round form of food

coaxing: talking someone into doing something

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**Question 15**

**Question and Scoring Guidelines**

## Question 15

Whether you are helping birds in the wild or keeping them as pets, they require special attention and care. Write a multi-paragraph response that explains why birds are different from other animals, and describe the most important things to keep in mind when caring for them. Use information from the sources to support your response.

As you write your response, be sure to:

- Review the sources
- Create clear, organized paragraphs
- Draw information from both sources
- Use evidence from the sources to support your points
- Pay attention to the grammar, structure, and mechanics of your sentences

Be sure to include:

- An introduction
- Information from the sources to support your explanation
- A conclusion

Write your multi-paragraph response in the space provided.

**Points Possible:** 10

**Content Strand:** Expository

**Content Standard:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# Scoring Guidelines

Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A strongly maintained controlling idea with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A maintained controlling idea, though some loosely related material may be present</li> <li>Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• A partially focused controlling idea, but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Inappropriate or ineffective domain-specific vocabulary</li> <li>• Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage, but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Few transitional strategies</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/ evidence for the controlling idea or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, lacks clarity, or is confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> <li>• Be blank or show a written refusal to answer</li> <li>• Be presented in a language other than English</li> <li>• Include only a restatement of the stem</li> <li>• Consist of random keystroke characters</li> <li>• Include only bulleted points</li> <li>• Include no transitional strategies</li> </ul>	<p>The response provides no support/evidence related to a main idea and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> <li>• Only direct copy of part of the reading selection</li> <li>• No citations from the source material</li> <li>• No relevant domain-specific vocabulary</li> <li>• No evidence from the support material(s)</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

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**Question 15**

**Sample Responses**

## Sample Response: 10 points

Helping our bird friends is an important job! People should know how to care for them and how they are different from other animals. One thing everyone should know before they take care of a bird is whether it is wild or a pet. Wild birds need different kinds of care than pet birds. There are special people called veterinarians and rehabilitators who know how to take care of birds.

First, to take care of a wild bird, ask what its situation is. If it is hurt, call a professional rehabilitator to help. Source 1 suggests putting the bird in a box with a towel in it while you wait for help. Make sure the box has holes for the bird to breathe. If the bird is not hurt, make sure it is in a safe place. After the bird is moved to a safe place like a tree branch, people and other animals need to stay away.

Taking care of pet birds takes many steps too. One thing pet bird owners need to do is to take the birds to a special veterinarian. They should take their pet birds once every year. A bird veterinarian, like Elizabeth Hall, looks at all the bird's parts. She listens to its heart and lungs. She also knows about the kinds of sicknesses birds get. In paragraph 16, she cared for a pigeon's sore feet. Another kind of doctor might not know how to treat birds.

Another thing people can do to care for pet birds is to feed them the right food. Elizabeth Hall says that some people give their birds birdseed. Even though it is called birdseed, it doesn't mean it is the best food. People should feed their birds special pellets or green vegetables like lettuce. Paragraph 11 says a good diet for birds also has fruit, cheese, and cooked meat.

Finally, birds are different than other animals in many ways. They can be a lot of different sizes. They can be as small as  $\frac{1}{4}$  of an ounce and as big as an 11 pound Turkey. They have amazing abilities. Paragraph 13 says birds have excellent vision and super strong hearing. Some birds like parrots and parakeets can talk, sometimes they have a vocabulary of 2000 words. This makes them special and people should take good care of them.

This is why taking care of birds should be left to the people who know what to do.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	2

### **Notes on Scoring**

This response receives full credit (10 points). There is a clearly stated main idea, "Wild birds need different kinds of care than pet birds". There is a clear progression of ideas that are directly linked to the points made in the introductory paragraph. The response effectively uses transitional words (first, another, finally) to lead the reader through a well-crafted organizational pattern. The conclusion of the response, while brief, clearly sums up the major points of the piece.

The response effectively includes specific evidence that supports the primary idea. The evidence and elaboration is well integrated throughout the piece. Sentence structure varies from simple to complex. The response includes the use of academic and domain-specific vocabulary. The language used shows a clear understanding of the passages.

The response shows a sophisticated use of conventions. Examples can be seen in the correct use of commas to separate transitional words and to set apart dependent clauses ("First, to take care of a wild bird," and "If the bird is not hurt, make sure it is in a safe place"). Capitalization and punctuation are accurate with very few minor errors ("...as big as an 11 pound **T**urkey").

## Sample Response: 8 points

People have to be responsible with birds. They should be careful to do the right thing to help the birds. Some birds need different kind of help than other birds.

Sometimes, you may find a wild bird and wonder if it needs help. You should call a special person who knows how to fix birds. If the bird is hurt, they can help. First, put the bird in a cardboard box with something soft in it like a towel. Other times, wild birds are just learning to fly. Passage 1 says to move these birds to a safe branch and don't let your dog or your brother near it.

Pet birds are fun to have, but you have to care about them all the time. You have to take them to a bird doctor. She can examine your birds feathers, beaks, heart and lungs. She can tell you what to feed your bird. Don't feed your bird fatty food like birdseed. Birds like leafy greens and cooked meat and that's the food that is good for them. A bird doctor treats other animals like rabbits and hamsters, and snakes. It seems like they would eat each other. But she is the best for pet birds.

Birds can live a long time, too. Source 2 says some parrots live to be 60 years old, and that's pretty old. Dogs only live to be 15 maximum. Also, there are a lot of birds that can talk. It would be really amazing to have a talking bird. They say that some birds can learn 2,000 words. That's a lot.

Birds are hard to take care of, but you can learn to do it if you follow directions. People should remember what kind of bird they have and take it to the doctor when it is sick.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

### **Notes on Scoring**

This response receives partial credit (8 points).

The response is given three points for purpose, focus and organization. Two clear main points are stated ("People have to be responsible with birds." and "Some birds need different kinds of help than other birds."). The response includes a clear introductory paragraph, however, the conclusion is not directly related to the stated main points. There is evidence of the adequate use of transitional words and phrases ("sometimes" at the beginning of paragraph 2, "too" at the end of the first sentence of paragraph 4). The response includes a progression of ideas, but includes some extraneous information ("...don't let your dog or your brother near it") as well as some incorrect information ("A bird doctor treats other animals like rabbits and hamsters, and snakes. It seems like they would eat each other").

The response is given three points for evidence and elaboration. It includes referents to evidence in the text ("... can examine your birds feathers, beaks, heart and lungs"). Often the evidence is combined with personal opinion, which should not be a part of an explanatory response ("Also, there are a lot of birds that can talk. It would be really amazing to have a talking bird"). There is some evidence of academic vocabulary as well as some variability in sentence structure.

This response receives two points for conventions of standard English. It includes some minor errors in usage of conventions, such as pronoun agreement ("call a special person who knows how to fix birds/they") and spelling (responsible, leafy, examine).

## Sample Response: 5 points

People are always trying to help birds but they don't know how. You shouldn't touch a bird unless a adult is there. Maybe a bird fell from its nest. maybe it is learning how to walk or fly or maybe its hurt. Call someone if it is hurt.

A bird vet knows what to do with birds. They will not make them fat with birdseed. They will feed them healthy veggies. he will also look at it and decide if it is sick and needs medicine. Sometimes birds see better than other animals. Owls here better than other birds.

Talking parrots and parakeets are really cool. I want a parrot to sit on my sholder and say HELLO, HELLO.

Other than wild birds, you can have them as pets. but you have to be nice to them. don't make them sick because they will hide it from you.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	1

### **Notes on Scoring**

This response receives partial credit (5 points).

Two points are given for purpose, focus and organization. The response is loosely organized; it includes minimal evidence or organization. The introductory paragraph has a main point ("People are always trying to help birds, but they don't know how") that is loosely connected to the prompt. The progression of ideas is somewhat unclear and there is no evidence of transition from one paragraph to the next.

Two points are given for evidence and elaboration. The response includes a significant amount of extraneous information ("Sometimes birds see better than other animals. Owls here better than other animals", "I want a parrot to sit on my shoulder and say HELLO, HELLO"). The response includes minimal evidence from the passages. There is little variety in sentence structure.

One point is given for conventions of standard English. There are multiple spelling errors (they, her, healthy, medicine). Beginning capitalization is often missing.

## Sample Response: 3 points

Birds don't like to be sick. people need to pick up sick birds but be careful and call a grown up. birds have to learn to fly but sometime thir feet are sore so be careful! they can hop but not fly. go to the computer and to [www.owra.org](http://www.owra.org) to learn what to do whatever you do don't let your cat go near it. always put birds on a diet they eat green things and meets. its wurd that birds eat chicken. sometime they shoudn't eat anything. parrots live forever.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	1

### **Notes on Scoring**

This response receives partial credit (3 points). One point is given for purpose, focus and organization. There is no clear main point and little evidence of a progression of ideas. The response shows very little understanding of the purpose of the passages. There is no evidence of the use of transitional strategies. Misinformation is included ("Parrots live forever").

One point is given for evidence and elaboration. The little evidence included is only loosely connected to information related to the prompt. The expression of ideas is limited and the vocabulary is basic, not reflective of academic or domain-specific language. Sentences are poorly structured and there are multiple examples of run-on sentences ("go to the computer and to [www.owra.org](http://www.owra.org) to lern what to do whatever you do don't let your cat go near it", "always put birds on a diet they eat green things and meets").

One point is given for conventions of standard English. There are frequent errors with beginning capitalization and multiple misspellings of grade appropriate words (carful, lern, meets, wird).

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