

English Language Arts
Paper-Pencil Practice Test and
Answer Booklets
Teacher Companion Document

Grades 3–5

Directions for Using the Paper-Pencil Practice Test and Answer Booklets:

This companion document provides information about the paper presentation of test questions, instructions on how students record their answers in the answer booklet, and guidance for using the English Language Arts Paper-Pencil Practice Test and Answer Booklets for Grades 3–5. These documents are intended to help students and teachers become familiar with using two booklets for the paper-pencil version of the Smarter Balanced assessment. Educators are encouraged to become familiar with the information in this companion document prior to using the test and answer booklets with students.

This document does *not* contain examples or guidance on every type of item or question students might see on a paper-pencil version of the Smarter Balanced Assessment. However, the sample and practice items provided should help students become familiar with the most commonly-used item and response types and how to use the Answer Booklet to record their responses. These item types and response formats can be incorporated into classroom lessons and assessments for additional practice. See the [Smarter Balanced item specifications](#) for specific item type and prompt guidance.

Overview of the Student Booklets

There are two booklets provided for student use, the *Paper-Pencil Practice Test Booklet* and the *Paper-Pencil Practice Answer Booklet*. You will need one copy of each for each student.

The test and answer booklets both contain directions similar to those in the Smarter Balanced Paper-Pencil Summative Assessment. Students will first, with guidance from the teacher, complete sample items (labeled Samples A–E). Following the samples, practice items taken from the online Smarter Balanced Practice Test have been formatted to appear as they will in the paper-pencil version of the summative assessment (labeled 1–5). Each item in the student test booklet has a corresponding answer space in the answer booklet.

Companion Document Items

The answer key for each item is included as a reference. To compare how the questions are presented online versus paper-pencil access the online [Smarter Balanced Practice Tests](#) for grades 4 and 5.

Note: The actual paper-pencil summative test booklet is separated into **three** sessions.

Session	Content	Item Types
1	Listening	Multiple Choice(s) / Matching Table
2	Reading Research Writing	Multiple Choice(s)
3 (Performance Task)	Research Writing	Multiple Choice(s) / Matching Table Full Write

Directions for Sample Items

The following directions include teacher information in *italics* followed by directions to be read aloud to students marked as **Say**.

The test booklet contains several different types of items or questions as shown below. Each sample shows what a certain type of question looks like in the test booklet followed by how that question's response format will appear in the answer booklet. This guided exercise provides students the opportunity to read questions in the test booklet and practice marking the correct bubble in the corresponding answer booklet.

Say:

This test booklet contains several different types of questions as shown below. Each sample shows what a certain type of question looks like in the test booklet. Respond to each problem in your answer booklet. Let's begin!

Sample A

*Sample A is a multiple-choice, single correct response item. Students read the item in the test booklet and fill in **one** bubble for the correct option in their answer booklet.*

Say:

Sample A is a multiple-choice, single correct response question. Read the question in the test booklet. The correct answer is C. In your answer booklet fill in the circle with the letter C.

Test Booklet

Sample A – Multiple-choice, single-correct response:

Read the sentence and answer the question that follows.

Mrs. Johnson was late for School today because her car ran out of gas on Main Street.

Which word has a mistake in capitalization?

- A. Mrs.
- B. Johnson
- C. School
- D. Main

Answer Booklet

A A B C D

Sample B

Sample B is a multiple-choice, multiple correct response item. Students read the item in the test booklet and fill in the bubbles for all correct options in their answer booklet. Notice the direction, "Select **two**" below the answer bubbles in the answer booklet.

Say:

Sample B is a multiple-choice, multiple correct response question. Read the question in the test booklet and then fill in the bubbles for the correct options in your answer booklet. Notice the directions in the answer booklet under the answer bubbles remind you how many answers to mark. This question says "Choose **two**." The correct answers are B and F. In your answer booklet fill in the circle with the letter B and the circle with the letter F.

Test Booklet

Sample B – Multiple-choice, multiple-correct response:

A student is writing a report about ants. He is looking for information about the body structure of ants.

Choose **two** sentences that have information about ants' bodies.

- A. Army ants eat worms and spiders.
- B. Ants have large heads and powerful jaws.
- C. Queen ants are responsible for laying eggs.
- D. Ants have been around for millions of years.
- E. Ants eat almost anything that a person will eat.
- F. Ants have a hooked claw at the end of each leg.

Answer Booklet

B A B C D E F
Select **two**.

Sample C

Sample C is a two-part multiple choice item. Students choose a correct answer for Part A followed by an answer for Part B. The answer for Part B is based on the answer for Part A.

Say:

Sample C is a two-part question. Read the question in the test booklet. First choose a correct answer by filling in a bubble for Part A. The correct answer is B. In your answer booklet fill in the circle with the letter B for Part A. Next, choose an answer for Part B that supports your answer for Part A. The correct answer is B. In your answer booklet fill in the circle with the letter B for Part B.

Test Booklet

Sample C – Two-part multiple choice, with evidence responses:

Read the passage and answer the questions that follow.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes the main idea of the passage?

- A. The children are jealous of the lamb.
- B. The lamb loves Mary and wants to be close to her.
- C. The teacher is patient about the lamb coming to school.
- D. Mary pays more attention to the lamb than to her schoolwork.

Part B

Which lines from the passage **best** support your answer in part A?

- A. "Mary had a little lamb, / Its fleece was white as snow;"
- B. "And everywhere that Mary went / The lamb was sure to go."
- C. "It made the children laugh and play / To see a lamb at school."
- D. "Why, Mary loves the lamb, you know, / The teacher did reply."

Answer Booklet

C Part A (A) (C) (D)

Part B (A) (C) (D)

Sample D

Sample D is a matching-table response item. Students read the item which includes a table and mark the correct response on the corresponding bubbles in the answer booklet. Notice the lowercase, italicized letters in front of each statement in the test booklet, a–d. These italicized letters will also appear in the answer booklet for this item. Also notice the column titles, day and night. Corresponding letters D and N appear inside the bubbles in the answer booklet. While students may write their answers within the table in the test booklet, remind them to record their answers in the answer booklet.

Say:

Sample D is a matching-table question. Read the question. Choose the correct answers by filling in the bubbles in the answer booklet. Notice the letters **a, b, c, d** in front of each word in the test booklet. Also notice the column titles, **day** and **night**. Letters appear inside the bubbles in the answer booklet: D for day and N for night. The correct answer for a is N. In your answer booklet fill in the circle with the letter N for a. The correct answer for b is N. In your answer booklet fill in the circle with the letter N for b. The correct answer for c is D. In your answer booklet fill in the circle with the letter D for c. The correct answer for d is D. In your answer booklet fill in the circle with the letter D for d.

Test Booklet

Sample D – Matching-table response:

Complete the chart to show when different animals are active. For each animal listed, select either D for day or N for night.

	day	night
a. bat	(D)	(N)
b. owl	(D)	(N)
c. eagle	(D)	(N)
d. squirrel	(D)	(N)

Answer Booklet

D	a.	<input type="radio"/>	<input checked="" type="radio"/>
	b.	<input type="radio"/>	<input checked="" type="radio"/>
	c.	<input checked="" type="radio"/>	<input type="radio"/>
	d.	<input checked="" type="radio"/>	<input type="radio"/>

Sample E

Sample E is a full write response item. On the paper-pencil version of the summative assessment, students will not be shown a sample of a full write within the directions. One is provided here to give you an opportunity to discuss and practice it with your students.

The performance task full write is Part 2 of Session 3. On the summative assessment, students will read multiple sources and be given a specific writing assignment. Students will record their essay in the answer booklet. For practice, only the student's assignment is included.

Say:

Sample E is a full write response question. On the actual summative test you will read multiple sources and be given a specific writing assignment. For practice, only the writing assignment is included. Practice answering this question by copying the student sample response from page 5 of your test booklet into your answer booklet.

Test Booklet

Sample E – Full-write response:

Your assignment:

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different kinds of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources. **Write your answer in the lines provided in the answer booklet.**

Answer Booklet

E

Write your response here.

Being an astronaut is a very exciting but challenging job...

Say:

Check to be sure you have correctly recorded your answers in your answer booklet.

Practice Questions

Now, have students practice items on their own.

Practice questions 1–2 are based on the reading passage, “James Watt and the Teakettle,” which is not included in the test booklet. However, the passage is included at the end of this document as a reference, to be printed for student use at educators’ discretion. Since the purpose of the test and answer booklets is to practice navigating between the two booklets, it is not necessary to provide the passage.

Say:

Now turn to page 6 of your test booklet. This section of the test booklet contains questions to practice on your own. Continue recording your responses in your answer booklet. Your responses will not be scored for this practice section.

- 1** Read the sentence from the text.

Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney.

What effect does the author create by using the phrase yawning black throat of the chimney?

- A. It gives the feeling that steam is very important.
- B. It gives the feeling that the chimney is very dark and frightening.
- C. It gives the feeling of being tired and sleepy.
- D. It gives the feeling that the chimney is very large and wide and swallows the steam.

Key: D

Practice Questions

- 2** This question has two parts. First, answer part A. Then, answer part B.

Part A

What conclusion about James is supported by the text?

- A. James enjoyed learning new things.
- B. James feared being defeated by his experiments.
- C. James believed he was more intelligent than others.
- D. James felt badly about his grandmother ignoring his questions.

Part B

Which sentences from the passage **best** support your answer in Part A?

- A. “He failed again and again.”
- B. “Jamie sat still in his place.”
- C. “The lad lifted the lid and peeped inside again.”
- D. “Indeed, he was always wondering and always wanting to know.”

Key: Part A: A; Part B: D (Must have both correct)

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Practice Questions

- 3 A student is writing a report for his teacher about raising frogs. Read the draft of the report and complete the task that follows.

When Robert brought the frog eggs to school, they looked like tiny jelly balls. They were attached like a bunch of grapes to a rock under the water of the aquarium tank. For several days, nothing seemed to be happening. We worried that something had gone wrong. Frog eggs will not hatch if the water is not clean enough or if the temperature is too cool. Then, one morning Kate noticed that the eggs had hatched. Tadpoles were swimming around the tank like a swarm of tiny bees. It was disappointing that we were not able to see the hatching itself. _____, raising frogs has been very interesting so far.

Choose the **best two** phrases to connect "It was disappointing that we were not able to see the hatching itself" and "raising frogs has been very interesting so far."

- A. Even so
- B. Later on
- C. Let alone
- D. Despite this
- E. For example
- F. In other words

Key: A, D (Must have both correct)

- 4 Read the paragraph and complete the task that follows.

We went to visit my uncle in Massachusetts. He lives just outside of Boston, so we went sightseeing in the City. We went to see where Paul Revere lived. He was a famous hero in the American Revolution. After that we walked through Boston Commons, a large park. Then we went to a baseball game.

Choose the underlined word that is incorrectly capitalized.

- A. uncle
- B. City
- C. Revolution
- D. park

Key: B

Practice Questions

On the actual summative assessment students will read multiple sources before answering research questions. For this test we have not included source materials.

- 5 Complete the chart to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: It's a Cold (Hot, Dry, Dark) Cruel World!	Source #2: Animal Architects	Source #3: Don't Step in that Ecosystem!
a. Some animals have developed special body features that help them survive in the place where they live.	(1)	(2)	(3)
b. Animals and plants living together is important for their survival.	(1)	(2)	(3)
c. Animals create environments where they are protected from the weather and kept safe and comfortable.	(1)	(2)	(3)

Key: a) 1
b) 3
c) 2
(Must have all correct)

Optional – For Practice Questions 1–2

James Watt and the Teakettle

by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

"Grandma," he presently asked, "what makes the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.

"Grandma, what is in the teakettle?" he asked.

"Water, my child—nothing but water."

"But I know there is something else. There is something in there that lifts the lid and makes it rattle."

The grandmother laughed. "Oh, that is only steam," she said. "You can see it coming out of the spout and puffing up under the lid."

"But you said there was nothing but water in the kettle. How did the steam get under the lid?"

"Why, my dear, it comes out of the hot water. The hot water makes it." The grandmother was beginning to feel puzzled.

The lad lifted the lid and peeped inside again. He could see nothing but the bubbling water. The steam was not visible until after it was fairly out of the kettle.

"How odd!" he said. "The steam must be very strong to lift the heavy iron lid. Grandma, how much water did you put into the kettle?"

"About a quart, Jamie."

"Well, if the steam from so little water is so strong, why would not the steam from a great deal of water be a great deal stronger? Why couldn't it be made to lift a much greater weight? Why couldn't it be made to turn wheels?"

The grandmother made no reply. These questions of Jamie's were more puzzling than profitable, she thought. She went about her work silently, and Jamie sat still in his place and studied the teakettle.

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How to understand the power that is in steam, and how to make it do other things than rattle the lids of teakettles—that was the problem which James Watt, the inquisitive Scottish boy, set himself to solve. Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney. The idea grew with him as he grew into manhood, and by long study he began to reason upon it to some purpose.

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant. But how can this be done? That is the question."

He tried one experiment after another. He failed again and again, but from each failure he learned something new. Men laughed at him. "How ridiculous," they said, "to think that steam can be made to run machinery!"

But James Watt persevered, and in the end was able to give to the world the first successful form of the steam engine. Thus, from the study of so simple a thing as a common teakettle, the most useful of all modern inventions was finally produced.

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