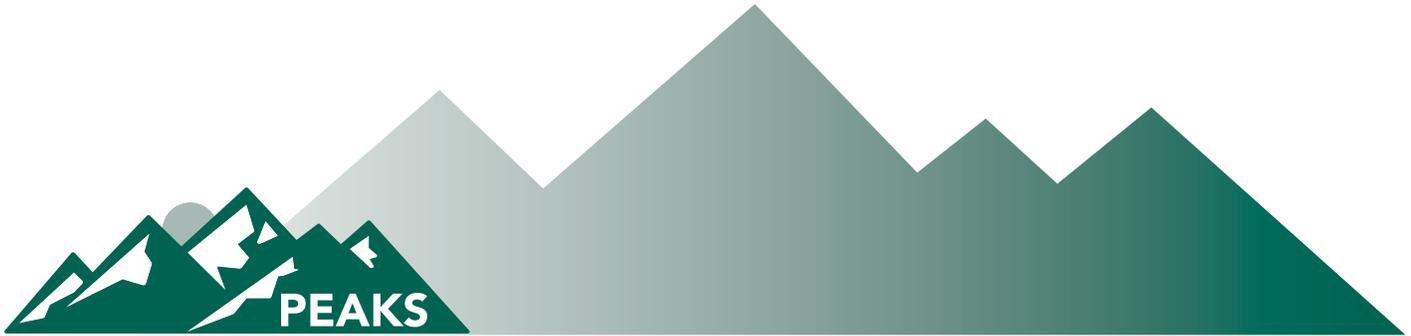


Student Name: _____



PERFORMANCE EVALUATION
FOR ALASKA'S SCHOOLS

English Language Arts Test Booklet Grade 3

Paper-Based Item Sampler

Alaska Department of Education & Early Development



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The Cat and the Mouse

by Augusta Stevenson

Characters:

Mother Mouse

Miss Mouse, the daughter

Cat

[MOTHER MOUSE and MISS MOUSE are in their spare room because Mother Mouse is getting ready for a journey. Miss Mouse helps her. The CAT is outside the window. The mice do not see the Cat.]

MOTHER MOUSE (*going*). Now mind you keep one eye on our grease-pot, child.

MISS MOUSE. That I will, dear mother!

MOTHER MOUSE. Let no one in, —no one! No one!

MISS MOUSE. No one, dear mother!

MOTHER MOUSE. I'll not be long away. Goodbye, my child.

[*Starting out; stopping.*]

Mind you show no one the grease-pot, child, —no one! No one!

MISS MOUSE. No one, dear mother!

[*Mother Mouse goes out of the front door.*]

CAT (*calling through window*). Oh, Miss Mouse! Oh, Miss Mouse!

MISS MOUSE (*showing alarm*). Who calls?

CAT (*very sweetly*). Only I! Will you please let me in?

MISS MOUSE (*shaking head*). Mother said—

CAT (*interrupting quickly*). 'Tis a matter of business!

MISS MOUSE (*shaking head*). But mother said—

CAT (*interrupting*). 'Tis most important!

MISS MOUSE (*as before*). But mother said—

CAT (*interrupting*). I wish your advice—you are so clever!

MISS MOUSE (*showing she is pleased; starting to window*). Oh, do you truly think so?

CAT (*nodding*). Everyone thinks so!

MISS MOUSE (*showing she is more pleased; going to the window*). Oh, do they, truly?

CAT. Oh, truly they do!

MISS MOUSE (*showing she is most pleased; opening window*). What else nice say they?

CAT (*jumping in*). That I'll tell you by and by. (*Sniffing about.*) There must be a grease-pot about! Am I not right?

MISS MOUSE. Mother said—

CAT (*interrupting*). Only tell me if I be right! 'Twill do no harm!

MISS MOUSE (*hesitating*). Well—then—yes. But 'tis put away for our winter stores.

CAT (*nodding*). Just so! Now, I can't decide where to keep my grease-pot when I have bought one. Won't you give me your advice? You are so wise.

MISS MOUSE. Do you truly think I'm wise?

CAT (*nodding*). Aye, and if you will tell me where to keep my grease-pot when I have bought it, I'll tell you something more.

MISS MOUSE (*greatly pleased*). About me?

CAT (*nodding*). Yes, —what everyone says about your being so beautiful. But first I must know where to keep my grease-pot.

MISS MOUSE. Then listen—you must keep it, when you have bought it, in the northwest corner.

[*The Cat runs quickly to the northwest corner.*]

MISS MOUSE (*in alarm*). Come away! Come away!

CAT. Why, here is your grease-pot!

MISS MOUSE (*as before*). Come away, I say!

CAT (*looking into the pot*). Truly, the fat is kept hard and cool here.

MISS MOUSE. I pray you come away! Mother does not so much as let me look into it. 'Tis not yet time, she says.

CAT (*looking again into pot*). Exactly!

[*She leaves the pot and joins Miss Mouse.*]

'Tis just what I'll tell my kittens about my grease-pot when I have bought it.

MISS MOUSE. Ah, then you have kittens at home?

CAT (*nodding*). Such beautiful kittens! The eldest is white, with brown marks.

MISS MOUSE. He must be charming!

CAT. I've a mind to tell you his name. First, though, run out to see if your dear mother is not coming.

[*Miss Mouse nods and runs out. The Cat quickly creeps to the grease-pot and licks the top off. She crosses to the window just as Miss Mouse returns.*]

MISS MOUSE. Mother is nowhere to be seen. Now what did you name your eldest child?

CAT. Top-off.

MISS MOUSE. Top-off? Why, that is a curious name! Is it common in your family?

ELA – Grade 3 Part 1

CAT. Oh, no! My second child has a white ring around his neck.

MISS MOUSE. Remarkable!

CAT. Very!

MISS MOUSE. What did you name him?

CAT. I gave him an unusual name. I will tell you what it is. First, though, run out to see if your dear mother is coming.

[Miss Mouse nods and runs out. The Cat creeps to the grease-pot and eats half the fat; then crosses to the window. Miss Mouse returns.]

MISS MOUSE. Mother is nowhere to be seen. Now what did you name your second child?

CAT. Half-out.

MISS MOUSE. Half-out? I never heard such a name!

CAT. What does that matter, if it pleases me? Now the last child is really a wonder. He is quite black and has little white claws, but not a single white hair on his body.

MISS MOUSE. What have you named him?

CAT. I'm afraid that will please you no better than the others, but still I will tell you. First, though, run to see if your dear mother is coming.

[Miss Mouse nods and runs out. The Cat creeps to the pot and eats all the fat. The Cat then crosses to the window.]

CAT. What one begins one must need finish.

[Miss Mouse returns.]

MISS MOUSE. Mother is nowhere to be seen. Now tell me what you named your youngest child.

CAT. All-out.

MISS MOUSE. All-out? Why, that is more curious than the others. I have never seen it in print.

CAT (*glaring at Miss Mouse*). You never will!

MISS MOUSE (*frightened*). What do you mean?

CAT (*preparing to spring*). I mean to put you down with the fat!

MISS MOUSE. Help! help!

[Enter Mother Mouse just as the Cat is about to spring at Miss Mouse. Seeing Mother Mouse, the Cat jumps out of the window. Mother Mouse crosses the room and looks into the empty grease-pot.]

MOTHER MOUSE (*sighing deeply*). 'Twas ever thus! If you show your grease-pot, you may go with it!

The Fox and the Cat

by Jacob Grimm and Wilhelm Grimm

It happened once that the Cat met Mr. Fox in the wood, and because she thought: “He is clever and experienced in all the ways of the world,” she addressed him in a friendly manner.

“Good morning, dear Mr. Fox! How are you and how do you get along in these hard times?”

The Fox, full of pride, looked at the Cat from head to foot for some time, hardly knowing whether he would deign¹ to answer or not. At last he said—

“Oh, you poor whisker-wiper! What has come into your head? How dare you ask me how I am getting on? What sort of education have you had? How many arts are you master of?”

“Only one,” said the Cat, meekly.

“And what might that one be?” asked the Fox.

“When the hounds run after me, I can jump into a tree and save myself.”

“Is that all?” said the Fox. “I am master of a hundred arts, and I have a sack full of cunning tricks in addition. But I pity you. Come with me, and I will teach you how to escape the hounds.”

Just then, a hunter came along with four hounds. The Cat sprang trembling into a tree, and crept stealthily up to the topmost branch, where she was entirely hidden by twigs and leaves.

“Open your sack, Mr. Fox! Open your sack!” cried the Cat; but the hounds had gripped him, and held him fast. “O Mr. Fox!” cried the Cat, “you with your hundred arts, and your sack full of tricks, are caught, while I, with my one, am safe. Had you been able to climb up here, you would not have been caught.”

¹deign—to do something a person considers below his or her dignity

1. Read the lines from “The Cat and the Mouse.”

MOTHER MOUSE (*going*). Now mind you keep one eye on our grease-pot, child.

MISS MOUSE. That I will, dear mother!

MOTHER MOUSE. Let no one in, —no one! No one!

MISS MOUSE. No one, dear mother!

MOTHER MOUSE. I’ll not be long away. Goodbye, my child.

(*Starting out; stopping.*)

Mind you show no one the grease-pot, child—no one! No one!

MISS MOUSE. No one, dear mother!

[*Mother Mouse goes out of the front door.*]

Why is this scene important to the drama?

- Ⓐ It shows that Miss Mouse is alone at home.
- Ⓑ It suggests that Mother Mouse has many friends.
- Ⓒ It shows that Miss Mouse listens to others.
- Ⓓ It suggests that Mother Mouse enjoys traveling.

2. Read the lines from “The Cat and the Mouse.”

CAT. I’ve a mind to tell you his name. First, though, run out to see if your dear mother is not coming.

[*Miss Mouse nods and runs out . . .*]

MISS MOUSE. Mother is nowhere to be seen. Now what did you name your eldest child?

How do the actions of the Cat and Miss Mouse add to the sequence of events?

- Ⓐ Their actions cause Miss Mouse to give the Cat a special gift.
- Ⓑ Their actions lead to the Cat eating the fat from the grease pot.
- Ⓒ Their actions cause Miss Mouse to ask her mother about her trip.
- Ⓓ Their actions lead to the Cat introducing her kittens to Miss Mouse.

3. Which statements explain the lessons of “The Cat and the Mouse”? Choose **two** answers.

- Ⓐ Listen to your parents and do as they say.
- Ⓑ Hunger creates trouble for all living creatures.
- Ⓒ Be careful of sweet words, as they may be hiding something.
- Ⓓ Mothers always come to the rescue at the last moment.
- Ⓔ Mice are terrified creatures when cats are around.
- Ⓕ When it comes to food, all animals are equal.

4. Read the sentences from “The Fox and the Cat.”

It happened once that the Cat met Mr. Fox in the wood, and because she thought: “He is clever and experienced in all the ways of the world,” she addressed him in a friendly manner.

As used in “The Fox and the Cat,” the word “clever” means almost the same as **A** and the word “addressed” means almost the same as **B**.

Choose **one** word or phrase for each blank that **best** completes the sentence. Do **not** use a word or phrase more than once.

	1. sneaky	2. old	3. wrote to	4. smart	5. spoke to	6. gave to
Blank A	<input type="radio"/>					
Blank B	<input type="radio"/>					

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

Part A

In “The Fox and the Cat,” what does the Cat want the Fox to do when the hounds arrive?

- Ⓐ jump into the tree
- Ⓑ tell the hounds about how smart he is
- Ⓒ hide behind some twigs and leaves
- Ⓓ use one of his many skills to escape

Part B

Which sentence from the passage **best** supports the answer to part A?

- Ⓐ “When the hounds run after me, I can jump into a tree and save myself.”
- Ⓑ “I am master of a hundred arts, and I have a sack full of cunning tricks in addition.”
- Ⓒ “Open your sack, Mr. Fox! Open your sack!” cried the Cat; but the hounds had gripped him, and held him fast.
- Ⓓ “Had you been able to climb up here, you would not have been caught.”

6. Which statements are true about **both** “The Cat and the Mouse” and “The Fox and the Cat”? Choose **two** answers.

- Ⓐ Both passages have the Cat trying to trick another creature.
- Ⓑ In each passage, the Cat is the character that has the most success.
- Ⓒ Hunters and their dogs threaten the animals in each of the passages.
- Ⓓ At one point in both passages, the Fox and Miss Mouse are angry.
- Ⓔ There are characters in search of something to eat in both of the passages.
- Ⓕ One character in each passage believes it is smarter than another character.

Mountains of Ice

In the far North, glaciers inch down the mountains of Greenland. Slowly, these rivers of moving ice make their way toward the sea. Waves wash against the glacier's edges, and breezes warm them. In time, vast pieces of the glacier break off. They fall into the ocean and become icebergs.

Iceberg Alley

Icebergs are over 16 feet tall, have a thickness of 98–164 feet, and cover an area of at least 5,382 square feet. The tallest one on record stood 550 feet. It was the height of five average white pine trees! When medium or large fragments of ice break off, the fragments are called “growlers.” Growlers are the size of a truck or a piano and only rise a few feet from the water.

After the icebergs fall into the ocean, the water carries them in its currents. Often, hundreds of the icebergs drift by the east coast of Canada. Because so many icebergs follow this course, the route has earned the name “Iceberg Alley.”

The Ice Patrol

Iceberg Alley is a common course for ships, too. The ships travel in this lane transporting goods and carrying passengers. In addition, oil company workers have begun to drill for oil near the coasts of Iceberg Alley. They have built oil rigs in the sea to hold their machines.

However, it is not safe to share the sea with icebergs. The icebergs may look stunning, but a large part of each iceberg is hidden beneath the surface of the water. The part that is hidden has sharp edges that can cut a ship's sides open like a knife. If an iceberg crashes into an oil rig, the rig might break apart.

To prevent these problems, Canada and the United States Coast Guard formed a team called the International Ice Patrol. This group watches over Iceberg Alley. For instance, ice patrollers go out in airplanes to find and track icebergs. They also go out in ships to observe, gather facts, and track the icebergs. The ice patrollers put all data into computers. Then they use computer programs to predict the most likely path for the icebergs. In this way, the ice patrol is able to warn ships.

Ice Cowboys

The ice patrol also has searched for ways to control icebergs. Long ago, the ice patrol used explosives to blow up icebergs that were moving into busy areas. This practice did not work well. The icebergs would shatter like glass into many pieces. The pieces flew in all directions. That was dangerous, too! It is more practical for the ice patrol to simply track the icebergs and warn ships to avoid them.

However, oil rigs cannot easily move away from icebergs. To keep the rigs safe, the oil companies hire ice cowboys to help them. Ice cowboys are a crew on another ship. Just as cowboys lasso a cow, ice cowboys lasso an iceberg. If an iceberg starts gliding toward an oil rig, the ice cowboys go to work. First, the ice cowboy crew circles the iceberg in their ship. As the ice cowboy crew moves around the iceberg in their ship, the crew wraps a strong plastic rope around the iceberg. The plastic rope is eight inches thick! Once the crew has made it completely around the iceberg,

they attach the lasso to a wire tow line on their ship. Slowly, the ice cowboy crew drive their ship, which begins to pull the iceberg away from the oil rig. This is a very slow process. It may take the ice cowboy crew three days to finish the job!

The ice cowboys face certain risks. An iceberg can do unexpected things. Because the ice contains cracks, parts of it may break off with a crash. Plus, some icebergs roll over with little warning. They create big waves, and the jagged part that was under the water is now pointing up into the air. To stay safe, the ice cowboy crew keeps their boat a certain distance from the iceberg at all times.

The Freshest Water on Earth

In recent times, some people are finding a new use for the big icebergs. They are making glacier water. To do this, they scoop the ice from the icebergs with a machine that rests on a large boat. Next, they store the crushed ice in tanks and haul it to shore. Finally, they melt the ice and bottle the water to sell.

How is the glacier water from icebergs different from other water? It is much purer. The glaciers are thousands of years old. When the ice formed, the air was clean and free from human-made pollution.

While the glacier water from the icebergs has a smooth taste, it is costly to make. People must use boats and special machines to gather the ice. They also face the same risks as ice cowboys face.

Today, scientists continue to study the icebergs in Iceberg Alley. They are searching for new ways to track them. Thus far, their knowledge has helped to keep people safe as they sail along with these icy giants.

7. Which details would **best** fit under the subheading “Iceberg Alley”? Choose **two** answers.

- (A) what scientists call the tallest icebergs
- (B) why companies decide to drill for oil in the ocean
- (C) how ice patrol members are taught to wrap a rope around an iceberg
- (D) what price is put on bottled iceberg water
- (E) where most icebergs are found in the world
- (F) when the ice patrol was first created to observe icebergs

8. Read the paragraph from the passage.

The ice patrol also has searched for ways to control icebergs. Long ago, the ice patrol used explosives to blow up icebergs that were moving into busy areas. This practice did not work well. The icebergs would shatter like glass into many pieces. The pieces flew in all directions. That was dangerous, too! It is more practical for the ice patrol to simply track the icebergs and warn ships to avoid them.

Which phrases **best** explain the harmful effects of the ice patrol trying to move icebergs in the past? Choose **two** answers.

- Ⓐ ways to control
 - Ⓑ blow up icebergs
 - Ⓒ shatter like glass
 - Ⓓ flew in all directions
 - Ⓔ track the icebergs
 - Ⓕ warn ships to avoid them
9. What do ice cowboys do to provide protection against icebergs?
- Ⓐ The ice cowboys move ships away from an iceberg.
 - Ⓑ The ice cowboys patrol the water to warn ships of icebergs in the area.
 - Ⓒ The ice cowboys take away pieces that fall off of large icebergs.
 - Ⓓ The ice cowboys use a plastic rope to tow an iceberg away from oil rigs.

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

Part A

Based on the passage, why do some people most likely buy water made from icebergs?

- Ⓐ They think water that costs more to buy is more healthy for them.
- Ⓑ They think it tastes better than other types of water.
- Ⓒ They think this water is more pure than regular water.
- Ⓓ They think it is better water because it has been brought in by ship.

Part B

Which sentence from the passage **best** supports the answer to part A?

- Ⓐ Next, they store the crushed ice in tanks and haul it to shore.
- Ⓑ The glaciers are thousands of years old.
- Ⓒ When the ice formed, the air was clean and free from human-made pollution.
- Ⓓ While the glacier water from the icebergs has a smooth taste, it is costly to make.

11. Read the sentences.

The passage states, “In time, vast pieces of the glacier break off.” As used here, the word “vast” means **A**. Later, the passage says, “Then they use computer programs to predict the most likely path for the icebergs.” The word “predict” means almost the same as **B**.

Choose **one** word for each blank that **best** completes the sentences. Do **not** use a word more than once. Some words are **not** used.

	1. old	2. guess	3. move	4. huge	5. colorful	6. finish
Blank A	<input type="radio"/>					
Blank B	<input type="radio"/>					

12. Which sentences should be included in a summary of the passage? Choose **two** answers.

- Ⓐ Icebergs are often a threat to ships transporting goods and passengers.
- Ⓑ Small icebergs are often known as “growlers” and only a few feet tall.
- Ⓒ The International Ice Patrol is in charge of finding and tracking icebergs.
- Ⓓ Ice cowboys used to lasso icebergs and move them away from ships.
- Ⓔ Icebergs of all shapes and sizes fall into the ocean and drift with the current.
- Ⓕ Bottled glacier water made from icebergs often sells for high prices.



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13. Which sentence has a verb error?

- Ⓐ Ryan found his missing shoe under the bed.
- Ⓑ After the field trip, we drew pictures of what we saw.
- Ⓒ When the water in the pond froze, we went skating.
- Ⓓ Mari hanged some posters on the wall of the classroom.

14. Which sentence has correct punctuation?

- Ⓐ “If you would like to go outside said Mr. Howell you must put on your raincoat.”
- Ⓑ “If you would like to go outside,” said Mr. Howell you must put on your raincoat.
- Ⓒ “If you would like to go outside,” said Mr. Howell, “you must put on your raincoat.”
- Ⓓ If you would like to go outside said Mr. Howell “you must put on your raincoat.”

15. Which word or phrase should be placed in the blank to connect the ideas?

The Alaska Museum of Science and Nature is a great place to visit. There are many things to do there. _____, students can see dinosaur bones. They can learn about Alaskan birds. They can even touch a whale. Every student should go to this museum.

- Ⓐ Since
- Ⓑ Because
- Ⓒ During the
- Ⓓ For example

16. Read the sentence.

The _____ seagull swooped down and _____ the sandwich out of my hand.

Which words **best** complete the sentence to create the **most** vivid effect for the reader?

- Ⓐ nearby / took
- Ⓑ large / grabbed
- Ⓒ actual / picked
- Ⓓ flying / got

17. Read the paragraph.

The sand dune cat is the only cat that lives in the desert. The type of desert where the sand dune cat lives is very hot and dry. Because of this, the sand dune cat has special body parts to help it live safely.

Which sentence should be added next to further develop an idea in the paragraph?

- Ⓐ Sand dune cats have thick fur on the bottoms of their feet.
- Ⓑ Sand dune cats can be seen at the zoo.
- Ⓒ Sand dune cats eat snakes and different kinds of bugs.
- Ⓓ Sand dune cats live by themselves.



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