

ELA RESOURCES

ORAL READING FLUENCY (ORF)

Directions: When you are ready, select the red button and begin reading the passage out loud. Start with the first word. After one minute, the recording will end.

On Saturday morning, Flora went outside to play with her new basketball. She hoped her brother Sam could play with her.

Flora found Sam cleaning up leaves in the backyard, but a strong wind kept blowing the leaves through the air.

"I can play as soon as I finish working in the yard," Sam explained.

Flora put down her ball to help Sam. While they worked, a strong gust blew her basketball down a hill behind her house. Flora did not notice.

When the yard was clean and it was finally time to play, Flora went to pick up her ball.

"My basketball has disappeared," Flora told Sam. Then she realized what had likely happened. "I think the wind blew my ball down the hill!" she exclaimed.

With watchful eyes, Flora and Sam slowly began hiking down the rocky slope. Before long, Flora found a striped cap hiding in some tall grass. It was not what she was looking for, but she picked up the hat.

Next, Sam noticed a kite caught in a bush. It was not what he was looking for, but Sam untangled the kite.

Finally, Flora and Sam reached the bottom of the hill. Their neighbors, Max and Pablo, were studying the area. When they saw the cap and kite that Sam and Flora had found, Max and Pablo cheered with delight.

"That's my missing cap!" exclaimed Max.

"You found my lost kite," added Pablo. "The wind has been playing tricks on us!"

Flora laughed and explained that the wind blew away her basketball too. Together they all began to search. Moments later, Sam pointed to some big rocks. The runaway ball was stuck between them.

"Finally, I can play my favorite game," Flora announced happily. "Would anyone like to join me?"

Everyone nodded, and Flora grinned. The tricky wind took her basketball, but it also helped her find a team of friends.

Grade 3 Oral Reading Fluency

The Oral Reading Fluency (ORF) test section is administered to all third grade students.

- [Recommended Seating Arrangements](#)
- [Headphone and Microphone Requirements](#)
- [Pearson Headset Recommendations](#)
- [Accessibility for Grade 3 ORF Items](#)
- [ORF Frequently Asked Questions](#)

WRITING RESOURCES

AZ.ELA.3.W.1

Content Standard	Write opinion pieces on topics or texts, using reasons to support one's point of view. <ol style="list-style-type: none"> Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.
Task Demand	
Directions Templates	
Write a multi-paragraph essay expressing your opinion (whether) ... Use information from the sources in your essay.	<ul style="list-style-type: none"> • Writing Prompt
Manage your time carefully so that you can do the following actions: <ul style="list-style-type: none"> • Read the sources. • Plan your response. • Write your response. • Revise and edit your response. Be sure to include the following tasks: <ul style="list-style-type: none"> • an introduction • support for your opinion using information from the sources • a conclusion that is related to your opinion Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.	

AZ.ELA.7.W.2

Content Standard	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.
Task Demand	
Directions Template	
Write a multi-paragraph informative essay explaining . . . Use information from the sources in your essay.	<ul style="list-style-type: none"> • Writing Prompt
Manage your time carefully so that you can do the following actions: <ul style="list-style-type: none"> • Read the sources. • Plan your response. • Write your response. • Revise and edit your response. Be sure to include the following tasks: <ul style="list-style-type: none"> • Use evidence from multiple sources. • Avoid overly relying on one source. Your response should be in the form of a multi-paragraph essay. Write your response in the space provided.	

AASA Writing Resources - Descriptions

Writing Rubrics

- [Grades 3-5 Informative-Explanatory Rubric](#)
- [Grades 3-5 Opinion Rubric](#)
- [Grades 6-8 Informative-Explanatory Rubric](#)
- [Grades 6-8 Argumentative Rubric](#)

Writing Guides

- [Grades 3-5 Informative-Explanatory](#)
- [Grades 3-5 Opinion](#)
- [Grades 6 Argumentative](#)
- [Grades 6-8 Informative-Explanatory](#)
- [Grades 7-8 Argumentative](#)

Writing Rubric Guides

- [Grades 3-5 Informative](#)
- [Grades 3-5 Opinion](#)
- [Grades 6-8 Informative](#)
- [Grades 6-8 Argumentative](#)

Annotated Writing Samples Guides

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

Writing Prompt Templates

Grade level prompt templates can be found in the *Item Specifications* documents for your grade level.

[ADE Writing Presentation for AASA](#)

MATCH TABLE GRID

- Identify whether each detail from the passage is associated with an average robot, a Robotina robot, or both.

Fill in the circle for the correct answer in each row.

Detail from the Passage	Average Robot	Robotina Robot	Both
Possess human qualities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
Assist humans in daily tasks	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
Perform only one task	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I
Adapt to human motion	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L

Grade 8, #7

Based on the information in the passage, select whether there are differences in the prairie dogs' reactions to each category.

Fill in the circle for the correct answer in each row.

Category	Reactions Stay the Same	Reactions Change
Birds of prey	<input type="radio"/> A	<input type="radio"/> B
Different people	<input type="radio"/> C	<input type="radio"/> D
Different species of dogs	<input type="radio"/> E	<input type="radio"/> F
Prairie dog chatter	<input type="radio"/> G	<input type="radio"/> H

Grade 6, #7

INLINE CHOICE

Fill in the circle of the correct answer to complete each part of the sentence.

The first mechanical clocks in Europe were _____.

- Ⓐ made in factories
- Ⓑ large and heavy
- Ⓒ hard to understand

and people put them _____.

- Ⓐ in the sunlight
- Ⓑ inside their homes
- Ⓒ on church towers

GRADE 4, #13

HOT TEXT

Which **three** details in paragraphs 10 and 11 support the theme that hard work and patience help people achieve their goals?

Fill in the circle **before** each correct detail.

10 After a while, **(A)** I noticed that RW was flicking his ears backward and forward, listening to my commands, and then focusing on the task in front of him. **(B)** We were making progress. We had to work on backing up, again, and **(C)** that was the hardest thing for RW to master. He's really a "full speed ahead" kind of horse.

11 **(D)** Finally, the day came when Mom agreed that I could ride RW by myself to the practice ring. Well, we enjoyed that outing more than I can say, and **(E)** It helped to blow off some steam, so that RW and I had a super practice session. Best of all, Mom, Rosie, and even James were at the ring, too, **(F)** watching how well RW and I did together.

Grade 5, #5

This question has **two** parts. First answer Part A. Then answer Part B.

Part A

What is the **main** theme of "Free Books"?

- Ⓐ Even things that are received as gifts come with a cost.
- Ⓑ Building new friendships can change a person's life.
- Ⓒ Many valuable lessons can be learned from reading.
- Ⓓ Benefiting from generosity should lead to one being generous.

Part B

Fill in the circles **before two** phrases from paragraphs 7 and 8 that **best** support the answer in Part A.

- 7** **(A)** "Enjoying the books?" she asked. **(B)** Mateo nodded, speechless, and the woman said, **(C)** "Good. Pass them on." Then **(D)** she disappeared inside, as if she had never been there at all.
- 8** **(E)** When Mateo's heartbeat slowed, he knew what he had to do. As soon as he got home, **(F)** he grabbed that very first mystery from his shelf and called his friend Daniel.

Grade 8, #13

DRAG AND DROP

Which description matches each tree?

Write the letter of the correct answer in each box. There will be **one** correct answer in each box.

Oak Tree _____	Pine Tree _____	Willow Tree _____
--------------------------	---------------------------	-----------------------------

- A. Refuses to help because the little bird is a stranger
- B. Fears that the little bird will eat too much
- C. Offers to help keep the little bird warm

Grade 3, #5

For **each** passage, select **two** qualities that make the instruments in that passage unique.

Write the letter of the correct answers in each box. There will be **two** correct answers in each box. Not all answers will be used.

"Ice Music" _____	"Tunes from Trash" _____
-----------------------------	------------------------------------

- A. Can be repaired with the vapor from breath
- B. Played by musicians of all ages
- C. Constructed with X-ray film and bottle caps
- D. Require cold storage for preservation
- E. Create an enjoyable concert
- F. Use metal cans or barrels for the correct sound

Grade 7, #15

MATH RESOURCES

MATH TOOLS

▼ AASA Additional Math Resources

- [Calculator Guidance](#)
- [Hess Math Matrix](#)
- [Desmos Graphing Calculator](#)
- [Desmos Scientific Calculator](#)
- [Grid-In Response Items \(for Paper-Based Testing\)](#)

[Read-Aloud Guidance for Paper-Based Testing](#)

AASA Item Specifications are aligned to the 2016 ELA and Mathematics Standards.

ELA Item Specifications

- [ELA Grade 3](#)
- [ELA Grade 4](#)
- [ELA Grade 5](#)
- [ELA Grade 6](#)
- [ELA Grade 7](#)
- [ELA Grade 8](#)

Math Item Specifications

- [Math Grade 3](#)
- [Math Grade 4](#)
- [Math Grade 5](#)
- [Math Grade 6](#)
- [Math Grade 7](#)
- [Math Grade 8](#)

ITEM SPECIFICATIONS

3.NF.A.1

Content Standards	Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
Explanations	<p>Students express fractions as fair sharing, parts of a whole, and parts of a set. They use various contexts (candy bars, fruit, and cakes) and a variety of models (circles, squares, rectangles, fraction bars, and number lines) to develop understanding of fractions and represent fractions. Students need many opportunities to solve word problems that require fair sharing.</p> <p>To develop understanding of fair shares, students first participate in situations where the number of objects is greater than the number of children and then progress into situations where the number of objects is less than the number of children.</p>
Content Limits	<p>Denominators limited to 2, 3, 4, 6, and 8.</p> <p>Combining or putting together unit fractions rather than formal addition or subtraction of fractions.</p> <p>Maintain concept of a whole as one entity that can be equally partitioned in various ways when working with unit fractions. Limit usage of the words numerator and denominator in items—focus should not be on assessing vocabulary terms.</p> <p>Fractions a/b can be improper fractions and students should not be guided to put fractions in lowest terms or to simplify.</p> <p>Focus more on area models since 3.NF.2 uses number lines exclusively.</p>
Context	Context is allowed.
Sample Task Demands	Common Item Formats
Students will be required to identify a model given a fraction.	<ul style="list-style-type: none"> Equation Response Graphic Response Multiple Choice Response Matching Item Response Multi-Select Response
Students will be required to identify a fraction given a model.	
Students will be required to partition a whole into equal parts and identify that each part is a unit fraction.	

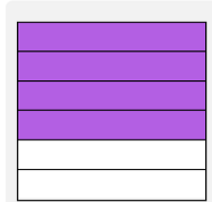
Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identify a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts given visual support.	Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts.
Proficient	Highly Proficient
Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Apply understanding of unit fractions to real world, multi-step problems.

Item Number	Cluster	Content Standard	DOK
1	3.NF.A	3.NF.A.1	1

The rectangle shown is divided into equal parts. Shade $\frac{4}{6}$ of the rectangle.

Select the parts you want to shade.



Scoring Rubric	
Score	Description
1	Student shades 4 out of 6 parts of the fraction model.
0	The response is incorrect or irrelevant.

(1 Point) Student shades the correct parts of the fraction model.

ONLINE OPTION

Mrs. Yoder buys 7 boxes of chalk for her school. Each box contains 30 pieces of chalk.

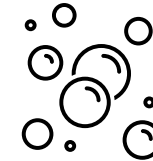
How many pieces of chalk does Mrs. Yoder buy?

Enter your answer in the space provided.



1	2	3	
4	5	6	
7	8	9	
	0		
.	-		

THE **BUBBLE** OR THE BLANKS?



One of the item types that exist on the paper versions of the math AASA assessments are grid-in response items.

-	-	-	-	-	-	-
	/	/	/	/	/	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

On these response grids, blanks are generally ignored. This means that students can left or right justify their response or place it somewhere in the middle.

- The purpose of the boxes above the grid are an aid to bubbling but are not scored.
- Only one bubble per column is permitted; any response with more than one bubble in a column is marked as incorrect.

GRID-IN RESPONSE

Mrs. Yoder buys 7 boxes of chalk for her school. Each box contains 30 pieces of chalk.

How many pieces of chalk does Mrs. Yoder buy?

Enter your answer in the grid provided.

2	1	0		
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

	2	1	0	
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

			2	1	0
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

0	0	0	0	2	1	0
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

2	1	0	0	0	0	0
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

2	1	0	.	0	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

2	1	0		
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9



GRID-IN MIXED NUMBER RESPONSE

Mr. Shinn has a rectangular-shaped garden that has a length of $4\frac{1}{4}$ feet and a width of $5\frac{2}{3}$ feet.

What is the area, in square feet (sq ft), of Mr. Shinn's garden?

Enter your answer in the grid provided.

-	-	-	-	-	-
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



2	4		1	/	1	2
-	-	-	-	-	-	-
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



2	4	1	/	1	2
-	-	-	-	-	-
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



2	8	9	/	1	2
-	-	-	-	-	-
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



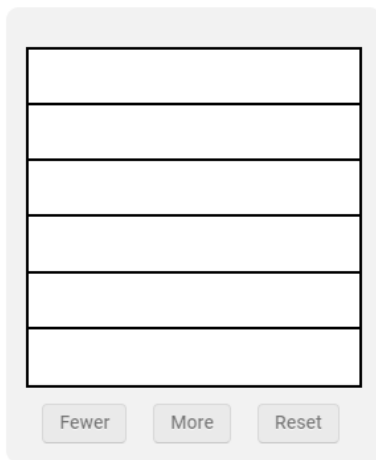
9	1	1	/	1	2
-	-	-	-	-	-
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Note that in the second example (that of the mixed number) the space between the whole number and fraction is important. Without this space, the response would be scored as twenty-one-halves.

MATH SAMPLE – FRACTION MODEL

The rectangle shown is divided into equal parts. Shade $\frac{4}{6}$ of the rectangle.

Select the parts you want to shade.

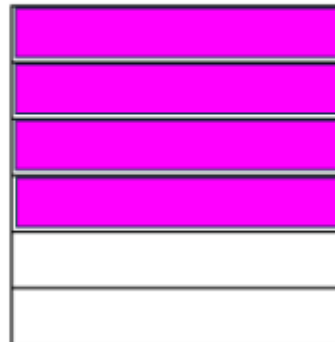


A vertical rectangle is divided into six equal horizontal sections. Below the rectangle are three buttons: 'Fewer', 'More', and 'Reset'.

ONLINE OPTION – FRACTION MODEL

The rectangle shown is divided into equal parts.

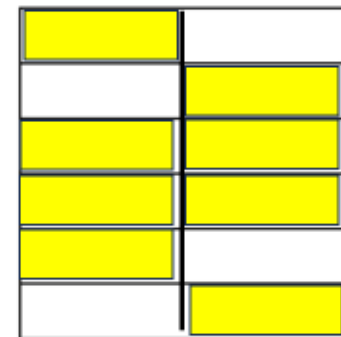
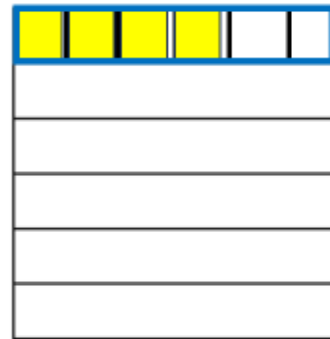
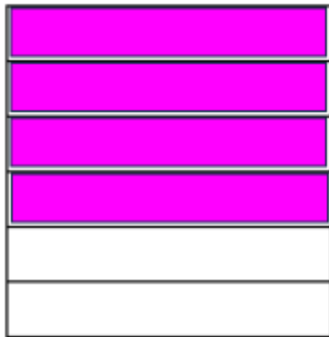
Shade $\frac{4}{6}$ of the rectangle.



MATH SAMPLE

The rectangle shown is divided into equal parts.

Shade $\frac{4}{6}$ of the rectangle.

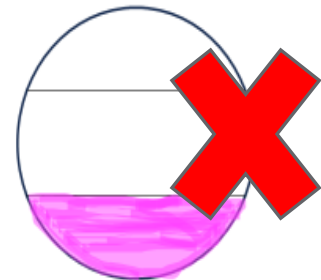
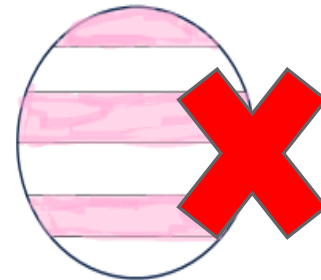
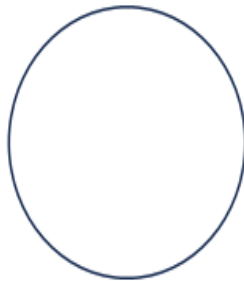


Credit is awarded to the correct response.
- Student shades 4 out of 6 parts of the fraction model or any equivalent value.

EXAMPLE WITH A PIE GRAPH

Three friends shared a cake. The cake was cut into 6 slices. Each friend had one piece of cake. What fraction of the cake was eaten by the friends?

Divide the figure into the correct number of equal parts. Then shade the part or parts that show your answer.



ONLINE OPTION

The expression $24 \div 8$ can be used to represent the following sentences.

Complete the sentences by selecting the correct answers from the drop-down menus.

There are books placed equally into boxes. There are books in each box.

PAPER-BASED SAMPLE



The expression $24 \div 8$ can be used to represent the following sentences.
Select the correct answers to complete each sentence.

There are _____ books placed

- A 8
- B 24

equally into _____ boxes.

- C 8
- D 16
- E 24

There are _____ books in each box.

- J 3
- K 8
- L 24
- M 32

The expression $24 \div 8$ can be used to represent the following sentences.
Select the correct answers to complete each sentence.

There are 24 books placed

- A 8
- B 24

equally into 8 boxes.

- C 8
- D 16
- E 24

There are 3 books in each box.

- F 3
- G 8
- H 24
- I 32

ONLINE OPTION – BAR GRAPH

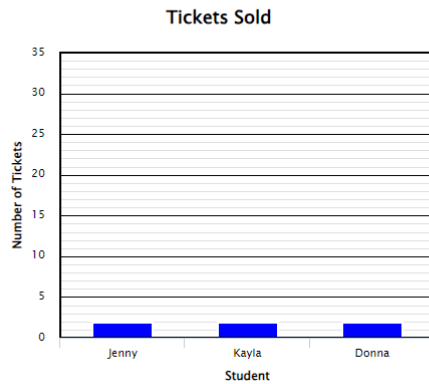


The table shows the number of tickets to a school event that were sold by each of 3 students.

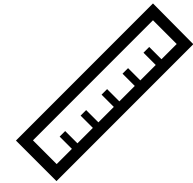
Student	Tickets Sold
Jenny	13
Kayla	25
Donna	10

On the final day of sales, Jenny sold an additional 7 tickets. Complete the bar graph to show the total number of tickets sold by each of the 3 students.

Drag the top of each bar to the correct height.



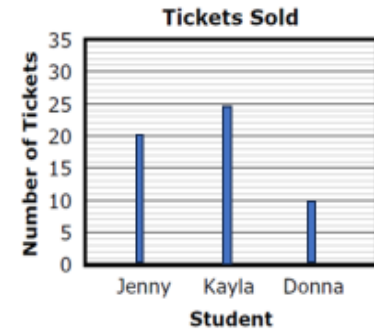
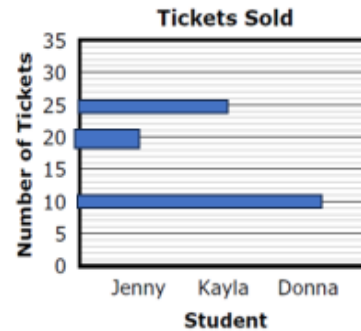
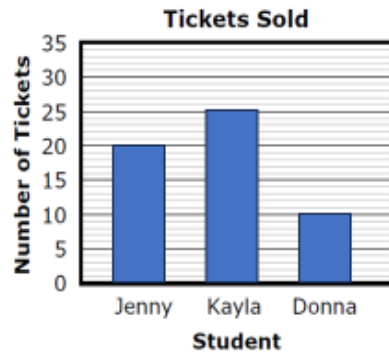
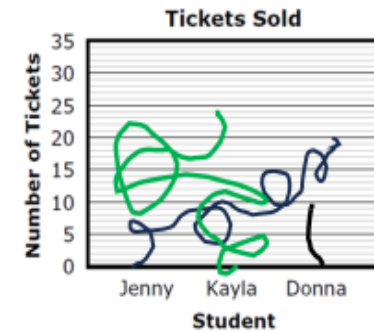
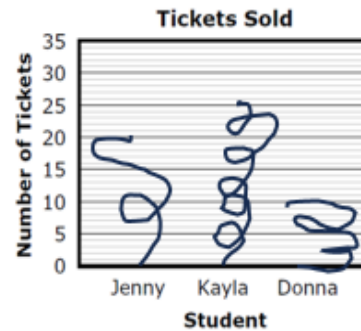
PAPER -BASED BAR GRAPH SAMPLE



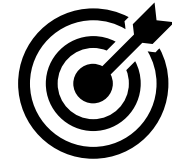
The table shows the number of tickets to a school event that were sold by each of 3 students.

Student	Tickets Sold
Jenny	13
Kayla	25
Donna	10

On the final day of sales, Jenny sold an additional 7 tickets. Create a bar graph by drawing bars to show the correct number of tickets sold by each of the 3 students.



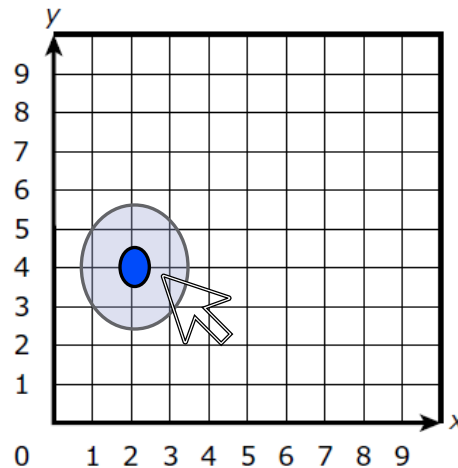
ONLINE OPTION

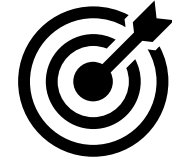


The coordinate grid represents the park where Kayla is playing. First she slides down the slide, and then she swings on the swings. The slide is located at $(2, 4)$. The swings are located at $(3, 6)$.

Plot the points on the coordinate grid to show the locations of the slide and the swings.

The Park





PAPER-BASED COORDINATE GRID SAMPLE

The coordinate grid represents the park where Kayla is playing. First she slides down the slide, and then she swings on the swings. The slide is located at $(2, 4)$. The swings are located at $(3, 6)$.

Plot the points on the coordinate grid to show the locations of the slide and the swings.

