

# ESEA and its Impact on Third Grade Reading Assessment

Research, Instructional  
Implications, and the Voices of our  
Youngest Readers

## Proposed WASL Test Map by Grade Levels

Test Characteristics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Total # of words per assessment	<b>1600–2000</b>	1800–2200	2000–2400	2200–2600	2400–2800	2600–3000	2800–3200
# of literary passages per form (1 as part of a pair)	<b>3</b>	3	3	3	3	3	3
# of informational passages per form (1 as part of a pair)	<b>3</b>	3	3	3	3	3	3
# of total points possible	<b>40</b>	42	44	46	48	50	52
# of multiple choice items	<b>20</b>	20	22	22	24	24	26
# of short answer items	<b>6</b>	7	7	8	8	9	9
# of extended response items	<b>2</b>	2	2	2	2	2	2
# of learning strands	<b>4</b>	4	4	6	6	6	6
# of learning targets	<b>20</b>	20	20	20	20	20	20
Readability level	<b>3.8</b>	4.8	5.8	6.8	7.8	8.8	10.0

### Structure of the Passages:

Type of Passage	Title of Passage	Number of Words in Passage	Readability of Passage
Literary (story)	“Rachel”	315 words	3.8
Literary (poem) part of pair	“Hey Bug”	65 words	2.2
Informational (task) part of a pair	“Catch Crickets”	158 words	4.0
Informational (essay)	“Vinnie Ream”	312 words	4.8

# **Appendix A**

**“Hey Bug”**

**“Catch Crickets in Your Backyard”**

**Items**

**Assessment Key**

**Rubrics**

**Directions: Read the selection and answer the questions.**

## Hey Bug!

By Lillian Moore

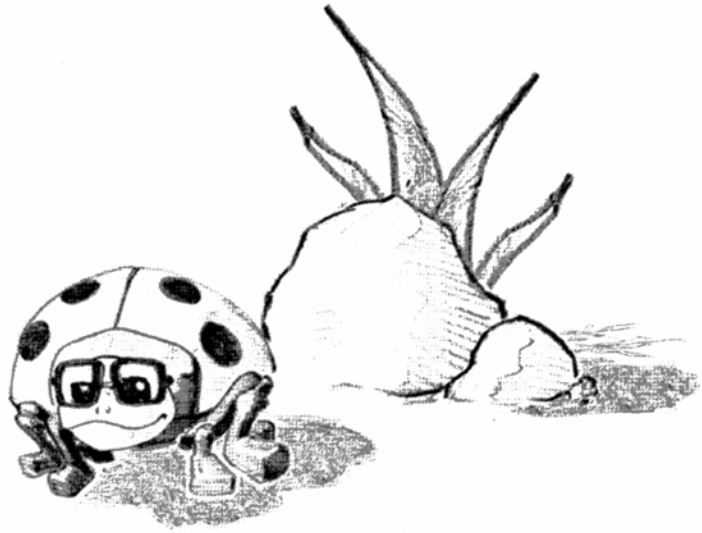
Hey, bug, stay!  
Don't run away.  
I know a game we can play.

I'll hold my fingers very still  
And you can climb a finger hill.

No, no,  
Don't go.

Here's a wall—a tower, too,  
A tiny bug town, just for you.  
I've a cookie. You have some.  
Take this oatmeal cookie crumb

Hey, bug, stay!  
Hey, Bug!  
Hey!





## Catch Crickets in Your Backyard

If you hear something chirping on a summer's night, it's probably a cricket. You can catch and observe crickets, but first prepare a cricket house. Cover the bottom of an empty fish bowl or aquarium with soil. Add a fat stick, plants, and decaying leaves. You will need cheesecloth and a rubber band for the top.

To capture crickets, go out at night with a flashlight and a jar. (Poke airholes in the jar lid.) When you hear a chirp, locate the cricket. Approach slowly and quietly. Cup your hands over the cricket. Gently place it in the jar and cover the top.

After you catch a few crickets, transfer them to the cricket house. Feed the crickets oatmeal or dry pet food. Use a small lid for a water dish. Keep the soil moist, but leave one area dry. Observe the crickets' behavior for a few days, and then release them back outside.

1. Which sentence best summarizes what the poem “Hey Bug!” is about?
- A. A child wants a bug to stay away from her.
  - B. A child a bug will play with her with her.
  - C. A child is building a play city.

LC02

2. In the poem “Hey Bug!”, what is a “finger-hill”?
- A. A child’s finger, which seems like a hill to a bug
  - B. An anthill found in the crack of a sidewalk
  - C. A place where different small bugs live

LC04

3. What happens at the end of the poem “Hey Bug!”?
- A. The bug plays with the child.
  - B. The bug eats until it is full.
  - C. The bug goes away.

LC03

4. How do you know the bug is very small? Include **two** details from the poem “Hey Bug!” in your answer.

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LA06

5. What is the author's purpose for the selection, "Catch Crickets in Your Backyard"?
- A. To explain how to catch and observe crickets
  - B. To explain why crickets sleep and wake
  - C. To explain what crickets eat and drink

IA19

6. The selection "Catch Crickets in your Backyard" describes special things that should go in an empty fishbowl or aquarium. Why are these things important?
- A. They are things found in a cricket's home in nature
  - B. They are things that help crickets see better.
  - C. They are things crickets like to eat.

IC13

7. How is the child in the poem "Hey Bug!" like the author of the selection "Catch Crickets in Your Backyard"?
- A. Both play games with insects.
  - B. Both look for insects at night.
  - C. Both like to watch insects.

IA17

8. What are **two** things people could do to show that they care about insects? Include **one** detail from the poem “Hey Bug!” and **one** detail from the selection “Catch Crickets in your Backyard” in your answer.

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IA20

9. What are **two** ways that the poem, “Hey Bug!” and the selection, “Catch Crickets in Your Backyard” are similar? Use information from the poem and the selection in your answer.

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What are **two** ways that the poem, “Hey Bug!” and the selection, “Catch Crickets in Your Backyard” are different? Use information from the poem and the selection in your answer.

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IA17

**ASSESSMENT KEY FOR *HEY BUG! AND CATCH  
CRICKETS IN YOUR BACKYARD*  
3<sup>rd</sup> Grade**

1. B
2. A
3. C
4. SA
5. A
6. A
7. C
8. SA
9. ER

**Sample 3rd Grade WASL Reading Passage**  
***Hey Bug!***

Item #: 4

Release Year: 2003

Target: LA06

Item Type: SA

How do you know the bug is very small? Include **two** details from the poem “Hey Bug!” in your answer.

2	A 2-pt. response provides two text-based details to show the bug is very small.  Example: The poem talks about a tiny bug town. The kid gives the bug a little crumb instead of a whole cookie.
1	A 1-pt. response provides one text-based detail to show the bug is very small.

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Hey Bug! and Catch Crickets in Your Backyard***

Item #: 8

Release Year: 2003

Target: IA20

Item Type: SA

What are **two** things people could do to show that they care about insects? Include **one** detail from the poem “Hey Bug!” and **one** detail from the selection “Catch Crickets in your Backyard” in your answer.

2	A 2-pt. response provides one text-based detail from “Hey Bug” and one text-based detail from “Catch Crickets in Your Backyard” to demonstrate things people could do to show that they care about insects.  Example: You could build a town for the bug. You could put plants in a fishbowl to make a home.
1	A 1-pt. response provides one or more text-based details from “Hey Bug” to demonstrate things people could do to show that they care about insects OR Provides one or more text-based details from “Catch Crickets in Your Backyard” to demonstrate things people could do to show that they care about insects.

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Hey Bug! and Catch Crickets in Your Backyard***

Item #: 9

Release Year: 2003

Target: IA17

Item Type: ER

What are **two** ways that the poem, “Hey Bug!” and the selection, “Catch Crickets in Your Backyard” are similar? Use information from the poem and the selection in your answer.

What are **two** ways that the poem, “Hey Bug!” and the selection, “Catch Crickets in Your Backyard” are different? Use information from the poem and the selection in your answer.

4	<p>A 4-pt. response includes all of the following:</p> <ul style="list-style-type: none"> <li>▪ Provides text-based information to identify one similarity between the poem and the selection</li> <li>▪ Provides text-based information to identify a second similarity between the poem and the selection</li> <li>▪ Provides text-based information to identify one difference between the poem and the selection</li> <li>▪ Provides text-based information to identify a second difference between the poem and the selection.</li> </ul> <p>Example: Both are about bugs. Both are people touching bugs. In the poem there is a beetle and in the selection it is a cricket. In the poem the bug doesn't get caught like in the selection.</p>
3	A 3-pt. response includes three of the elements above.
2	A 2-pt. response includes two of the elements above.
1	A 1-pt. response includes one of the elements above.

# **Appendix B**

**“Rachel”**

**Items**

**Assessment Key**

**Rubrics**

**Directions: Read the introduction and the selection and answer the questions.**

## Rachel

By Kathryn O. Galbraith

### **Introduction:**

*Mimi and Beth have a new baby sister, Rachel. They're happy to have her, but it seems she gets all the attention. Those who come to visit barely notice the girls, except to ask them "How do you like being big sisters?" In Roommates and Rachel, Kathryn O. Galbraith tells how the girls come to deal with this. An important thing happens when the girls' grandpa comes to visit.*

Soon everyone was busy in the kitchen. Mama was washing the lettuce. Daddy was peeling the potatoes. Mimi and Beth set the table.

Suddenly Rachel began to cry.

"What's the matter with my little girl?" Grandpa picked Rachel up. He jiggled her in his arms, but Rachel only cried harder.

"Oh, now what do I do?" Grandpa asked.

"I'll take her," Mimi said.

"No, let me hold her," said Beth.

"You can both hold her," Grandpa said.

Mimi and Beth squeezed into the old rocker. Grandpa put Rachel in Mimi's arms. Beth held Rachel's feet.

Mama handed Mimi the bottle. "Maybe she's hungry," she said.

Rachel didn't want the bottle. She waved her arms and fussed.

"Here," said Beth. "I know what she wants." Beth slid forward and gave the rocker a gentle push with her foot.

*Creak, creak.*



Mimi and Beth and Rachel rocked back and forth, back and forth. Rachel stopped fussing. Her blue eyes looked up at Mimi and Beth.

“I think she knows us,” whispered Beth.

Rachel’s fingers curled around Mimi’s thumb. “I think she does,” Mimi said softly.

Slowly, slowly Rachel’s eyes began to close.

Mimi held Rachel very quietly. Beth rocked the rocker very gently. Soon Rachel was asleep.

Grandpa tiptoed into the living room. He smiled at Beth and Mimi. “Well,” he whispered, “how do you like being big sisters?”

Mimi and Beth looked down at Rachel. “Fine,” they whispered back. “Just fine.”

1. Why does Rachel cry in the story?

- A. She wants to be left alone.
- B. She wants to be rocked.
- C. She wants to be fed.

LA08

2. Why is the grandfather's character important in the story?

- A. He lets the sisters take over Rachel's care when he cannot comfort her.
- B. He tells Mimi and Beth all about how to take care of Rachel.
- C. He brings a present for Rachel and talks about her.

LA06

3. What are **three** steps, in order, the family takes to comfort the baby Rachel when she is crying?

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LC05

4. What does Rachel do that pleases Mimi and Beth?

- A. She shows them that she is happy.
- B. She lets them give her a bottle.
- C. She makes her sisters laugh.

LC03

5. What is the main idea of the story?

- A. Mimi and Beth learn to appreciate their baby sister.
- B. Mama and Daddy are busy in the kitchen.
- C. Grandfather cannot comfort Rachel.

LC01

6. How do Mimi and Beth feel before the beginning of the story when they hear the question, “How do you like being big sisters?” Include information from the story in your answer.

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How do Mimi and Beth feel at the end of the story when they hear the question, “How do you like being big sisters?” Include information from the story in your answer.

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LA08

7. Which statement best describes the authors purpose for writing this story?

- A. To give a lesson on feeding a baby
- B. To show how to get a baby to sleep
- C. To describe how children can care for a new baby

LA09

8. What is the meaning of “squeezed” in the sentence, “Mimi and Beth squeezed into the old rocker”?

- A. Broke the rocker
- B. Fit into the rocker
- C. Hugged the rocker

LC04

9. Who could most benefit from reading this story?

- A. A child who has a new brother or sister
- B. A grandpa who likes children
- C. A mom who needs help

LA10

10. In your own words, write a summary of the story. Include **three** main events from the story in your summary.

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LC02

**ASSESSMENT KEY FOR *RACHEL***  
**3<sup>rd</sup> Grade**

1. B
2. A
3. SA
4. A
5. A
6. ER
7. C
8. B
9. A
10. SA

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Rachel***

Item #: 3

Release Year: 2003

Target: LC05

Item Type: SA

What are **three** steps, in order, the family takes to comfort the baby Rachel when she is crying?

2	A 2-pt. response provides three text-based steps, in order, that the family takes to comfort the baby Rachel when she is crying.  Example: They jiggled her, tried to feed her, and rocked her.
1	A 1-pt. response provides two text-based steps, in order, that the family takes to comfort the baby Rachel when she is crying. OR Provides three text-based steps, not in order, that the family takes to comfort the baby Rachel when she is crying.

# Sample 3<sup>rd</sup> Grade WASL Reading Passage

## *Rachel*

Item #: 6

Release Year: 2003

Target: LA08

Item Type: ER

How do Mimi and Beth feel before the beginning of the story when they hear the question, “How do you like being big sisters?” Include information from the story in your answer.

How do Mimi and Beth feel at the end of the story when they hear the question, “How do you like being big sisters?” Include information from the story in your answer.

4	<p>A 4-pt. response includes all of the following:</p> <ul style="list-style-type: none"><li>▪ Identifies how Mimi and Beth feel before the beginning of the story when they hear the question “How do you like being big sisters?”</li><li>▪ Provides text-based information to support the feeling before the beginning of the story.</li><li>▪ Identifies how Mimi and Beth feel at the end of the story when they hear the question “How do you like being big sisters?”</li><li>▪ Provides text-based information to support the feeling at the end of the story.</li></ul> <p>Example: They feel jealous in the beginning, because Rachel gets all the attention. At the end they feel fine, because Rachel knows them.</p>
3	<p>A 3-pt. response includes three of the elements above.</p>
2	<p>A 2-pt. response includes two of the elements above.</p>
1	<p>A 1-pt. response includes one of the elements above.</p>

# **Appendix C**

**“Vinnie Ream”**

**Items**

**Assessment Key**

**Rubrics**

**Directions: Read the selection and answer the questions.**

## Vinnie Ream: Sculptor of Lincoln

By Elisabeth P. Myers

### **Introduction:**

*Vinnie Ream lived at the time of Abraham Lincoln. She was a seventeen-year-old who studied with the famous sculptor, Clark Mills, in Washington, D.C. To sculpt means to carve objects out of stone. She asked and was granted permission to sculpt a marble head of the President. It was a sad time for the President. Lincoln's son, Willie, had died at age 11 not long before.*

Vinnie spent a half-hour with Abraham Lincoln twice each week for five months. Vinnie studied President Lincoln's many moods. In her diary, she wrote about one mood she remembered especially. Lincoln was sitting in "a chair at his desk...or at the window, from which he had often watched his son, Willie, playing. Sometimes great tears rolled down his cheeks."

Vinnie's visits with the President ended suddenly. She worked in the White House as usual Friday, April 14, 1865. She never saw Lincoln alive again. The same night he was shot. He died the next morning. Her marble head of Lincoln was put on display.

Soon after his death, people began to ask for a life-size statue of the dead President. They wanted a statue placed in the Capitol Rotunda. Congress asked sculptors to apply for the job. A committee was sent to view the marble head Vinnie had done. They returned to the Capitol to report, "It's Lincoln to the life!"



On July 28, 1866 the contract to do a life-size statue was awarded to Vinnie Ream.

She worked for nearly three years on a plaster model. When it was done, she traveled to Carrara, Italy. There she chose the marble for the final statue.

She had told Congress she would complete her task by January, 1871. She kept her word.

*Today Vinnie's sculpture of Lincoln stands in the Capitol's Great Rotunda in Washington, D.C.*

1. Which sentence best summarizes what the selection is about?
- A. Vinnie Ream earned the honor of making Lincoln's statue.
  - B. Vinnie Ream studied with a famous sculptor.
  - C. Vinnie Ream became Lincoln's close friend.

IC12

2. Why does the author of the selection include a passage from Vinnie Ream's diary?
- A. It shows that Lincoln was a friendly person.
  - B. It shows that Lincoln was a good leader.
  - C. It shows that Lincoln had feelings.

IC13

3. Why did Vinnie Ream's visits with Lincoln end?
- A. President Lincoln was killed.
  - B. The President was too busy to see her.
  - C. Her sculpture of the President was finished.

IA18

4. What is the most likely reason Lincoln cried as he looked out his window?
- A. He was worried about the country.
  - B. He was thinking of his son.
  - C. He was afraid of the future.

IC13

5. Why was Vinnie Ream the best choice to sculpt the life-size statue of President Lincoln? Include **two** details from the selection in your answer.

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IA20

6. What did the committee of Congress mean when they said, “It’s Lincoln to the life”?
- A. Vinnie Ream’s sculpture looked just like President Lincoln.
  - B. The committee of Congress thought Lincoln was still alive.
  - C. Lincoln’s life-sized statue looked worried.

IC14

7. Any of these words could be used to describe Vinnie Ream in the selection. Choose the word you think best describes Vinnie Ream in the selection.

Hard-working  
Dedicated  
Careful

Use **two** details from the selection to support your choice.

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IA16

8. What is the author's purpose for writing the selection?
- A. To explain how to carve objects out of stone
  - B. To give information about the life of Abraham Lincoln
  - C. To describe how a young woman became the creator of a famous sculpture

IA19

9. According to the selection, what are **two** ways that Vinnie's 1<sup>st</sup> sculpture and 2<sup>nd</sup> sculpture are alike? Include information from the selection in your answer.

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According to the selection, what are **two** ways that Vinnie's 1<sup>st</sup> sculpture and 2<sup>nd</sup> sculpture are different? Include information from the selection in your answer.

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IA17

10. The selection tells about a young woman who works hard to become a famous sculptor. Provide **two** examples from the selection that show how Vinnie worked hard to become a famous sculptor.

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IC11

11. Describe in order, **three** main steps Vinnie takes in making the life size statue after completing the sculpture of Lincoln's head. Include information from the selection in your answer.

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IC15

**ASSESSMENT KEY FOR *VINNIE REAM***  
**3<sup>rd</sup> Grade**

1. A
2. C
3. A
4. B
5. SA
6. A
7. SA
8. C
9. ER
10. SA
11. SA

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Vinnie Ream***

Item #: 5

Release Year: 2003

Target: IA20

Item Type: SA

Why was Vinnie Ream the best choice to sculpt the life-size statue of President Lincoln?  
Include **two** details from the selection in your answer.

2	A 2-pt. response provides two text-based details to explain why Vinnie Ream was the best choice to sculpt the life-size statue of President Lincoln.  Example: She sculpted a head of Lincoln. She studied him for five months.
1	A 1-pt. response provides one text-based detail to explain why Vinnie Ream was the best choice to sculpt the life-size statue of President Lincoln.

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Vinnie Ream***

Item #: 7

Release Year: 2003

Target: IA16

Item Type: SA

Any of these words could be used to describe Vinnie Ream in the selection. Choose the word you think best describes Vinnie Ream in the selection.

Hard-working  
Dedicated  
Careful

Provide **two** details from the story to support your choice.

2	A 2-pt. response states or implies which word best describes Vinnie Ream, and provides two text-based details to support the choice.  Example: Hard-working, because she worked for three years, and studied President Lincoln for five months. OR Example: Dedicated, because she completed the task when she was supposed to, and she worked on it for three years. OR Example: Careful, because she worked on a plaster model first, and chose the marble herself.
1	A 1-pt. response states or implies which word best describes Vinnie Ream, and provides one text-based detail to support the choice.

## Sample 3<sup>rd</sup> Grade WASL Reading Passage

### *Vinnie Ream*

Item #: 9

Release Year: 2003

Target: IA17

Item Type: ER

According to the selection, what are **two** ways that Vinnie’s 1<sup>st</sup> sculpture and 2<sup>nd</sup> sculpture are alike? Include information from the selection in your answer.

According to the selection, what are **two** ways that Vinnie’s 1<sup>st</sup> sculpture and 2<sup>nd</sup> sculpture are different? Include information from the selection in your answer.

4	<p>A 4-pt. response includes all of the following:</p> <ul style="list-style-type: none"> <li>▪ Provides text-based information to identify one way that Vinnie’s 1<sup>st</sup> sculpture and Vinnie’s s 2<sup>nd</sup> sculpture are alike</li> <li>▪ Provides text-based information to identify a second way that Vinnie’s 1<sup>st</sup> sculpture and Vinnie’s s 2<sup>nd</sup> sculpture are alike</li> <li>▪ Provides text-based information to identify one way that Vinnie’s 1<sup>st</sup> sculpture and Vinnie’s s 2<sup>nd</sup> sculpture are different</li> <li>▪ Provides text-based information to identify a second way that Vinnie’s 1<sup>st</sup> sculpture and Vinnie’s s 2<sup>nd</sup> sculpture are different</li> </ul> <p>Example: Both are marble, both were put on display. The 1<sup>st</sup> sculpture is just a head, and the 2<sup>nd</sup> is a whole body. She made the 1<sup>st</sup> one when Lincoln was still alive. The 2<sup>nd</sup> one was made after Lincoln died.</p>
3	A 3-pt. response includes three of the elements above.
2	A 2-pt. response includes two of the elements above.
1	A 1-pt. response includes one of the elements above.

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Vinnie Ream***

Item #: 10

Release Year: 2003

Target: IC11

Item Type: SA

The selection tells about a young woman who works hard to become a famous sculptor. Provide **two** examples from the selection that show how Vinnie worked hard to become a famous sculptor.

2	A 2-pt. response provides two text-based examples to show how Vinnie worked hard to become a famous sculptor.  Example: Vinnie spent three years working on a plaster model. She studied Lincoln for months in order to make a good sculpture.
1	A 1-pt. response provides one text-based example to show how Vinnie worked hard to become a famous sculptor.

**Sample 3<sup>rd</sup> Grade WASL Reading Passage**  
***Vinnie Ream***

Item #: 11

Release Year: 2003

Target: IC15

Item Type: SA

Describe in order, **three** main steps Vinnie takes in making the life size statue after completing the sculpture of Lincoln's head. Include information from the selection in your answer.

2	A 2-pt. response provides three text-based steps, in order, that Vinnie takes in making the life size statue after completing the sculpture of Lincoln's head.  Example: She worked on a plaster model, she went to Italy, and she chose the marble for the final statue.
1	A 1-pt. response provides two text-based steps, in order, that Vinnie takes in making the life size statue after completing the sculpture of Lincoln's head. OR Provides three text-based steps, not in order, that Vinnie takes in making the life size statue after completing the sculpture of Lincoln's head.