

Directions for Completing Grades 3–6 FSA ELA Reading Paper-Based Items

The purpose of this handout is to orient test administrators and students to the types of test items that **may** appear on the Grades 3–6 FSA English Language Arts (ELA) Reading assessment. Students will use this handout to practice responding to the item types, not working the sample items, as passages are not provided. Students may also access this handout and other resources on the portal (<http://www.fsassessments.org/fsa.html>) to practice on their own.

- 1) For **multiple-choice items**, choose the best answer from the answer choices, and fill in **one** bubble for the correct answer. Fill in the bubble by making a solid mark that completely fills the circle.

Example 1:

What is the relationship between paragraphs 2 and 3 in the passage?

- Ⓐ comparison
- Ⓑ introduction
- Ⓒ cause and effect
- Ⓓ question and answer

- 2) For **multiselect items**, choose more than one correct answer from the answer choices, and fill in the bubbles beside each correct answer choice. The number of answers you need to choose will appear in **bold**, so be sure to read the item carefully.

Example 2:

Select **two** reasons the author included paragraph 11 in Passage 2.

- Ⓐ to compare leaf-cutting ants to human farmers
- Ⓑ to describe how leaf-cutting ants grow their food
- Ⓒ to explain how leaf-cutting ants solve farming problems
- Ⓓ to show that the topic of the passage is leaf-cutting ants
- Ⓔ to describe the effect that leaf-cutting ants have on ordinary farms

- 3) For **selectable text items**, fill in the bubble before a word, phrase, or sentence that you want to select. This type of item will ask you to select one or more words, phrases, or sentences from a passage, so read the item carefully to know how to respond.

Example 3:

Fill in the bubble **before one** sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.

- 14 Ⓐ THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. Ⓑ He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Ⓒ Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.

- 4) **Multi-part items** will ask you to respond to two related questions. The two parts of the item may be either **multiple-choice** (one answer), **multiselect** (more than one answer), or **selectable text** (one or more answers). Read the item carefully to know how to respond to each question.

Example 4:

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

Part A

What is the main idea of the passage?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue’s skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Ⓒ Susan Hendrickson’s discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue’s bones because of how the skeleton is displayed.

Part B

Fill in the circles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓐ Paleontologists have learned so much from studying Sue’s bones.
 Ⓑ From the position of her eye sockets, they’ve learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they’ve discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.

- 5) For **table match items**, you will use the information in the table to provide your answer. You will be required to match the information from each row to the corresponding column. Fill in the bubbles based on the instructions to respond to this item type.

Example 5:

Fill in **one** bubble in each row to show the order of steps ants take to leave their homes during a flood in Passage 1.

	First	Next	Finally
They build a new nest.	(A)	(B)	(C)
They move food and each other.	(D)	(E)	(F)
They stick their bodies together.	(G)	(H)	(I)

- 6) For **editing task items**, you will read a passage with several underlined words or phrases that may be incorrect. You will then be asked to decide how to correct these underlined portions (if they are not already correct).

Following the passage, some editing task items will ask you to review a sentence with an underlined word or phrase and to fill in one bubble to correct the sentence. If the sentence is already correct and requires no change, fill in the bubble marked “correct as is.”

Example 6a:

Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the words.

Choose the correct word or phrase.

If he worked hard, he knew he could learn all of the words.

- (A) word’s
- (B) words’
- (C) wordes
- (D) correct as is

Other editing task items will not repeat the sentence from the passage, but will ask you to choose the correct answer after you have referred back to the passage. The item number corresponds to the same number in the left margin of the passage, showing you where the underlined portion of the question can be found in the passage. Fill in one bubble to correct the word or phrase, or if it is already correct and requires no change, fill in the bubble marked “correct as is.”

Example 6b:

19 Just because you are aware that somebody is talking doesn't mean that you are paying attention. It takes practice to give somebody your full attention. The goal of understanding isn't just to know what somebody said. You should try to understand the complete message being sent.

19. Choose the correct punctuation.

- Ⓐ What somebody said
you should
- Ⓑ what. Somebody said
you should
- Ⓒ what Somebody said,
you should
- Ⓓ correct as is