Contents

ILEARN English/Language Arts (ELA) Item Answer Key ......................................................... 5
ILEARN English/Language Arts (ELA) Performance Task Item Answer Key ................. 17
ILEARN Mathematics Item Answer Key ............................................................................ 25
ILEARN Mathematics Performance Task Item Answer Key ........................................... 37
Which quotation from the first story best shows that Mrs. Ladybug is upset about the crime?

- “Mrs. Ladybug sprawled on the sofa, holding her wrist to her forehead.” (paragraph 5)
- “. . . I heard a deafening noise from outside.” (paragraph 7)
- “He smashed it with his horrible alien powers!” (paragraph 11)
- “All eyes turned toward the cockroach. Mrs. Ladybug gasped. . . .” (paragraph 14)
How do the drawings of the characters in both stories help the reader understand what happens?

A They both show who did the crimes.
B They both show the settings of the stories.
C They both explain why Iggy and Sal get along.
D They both give tips so the reader can solve the cases.

2019–2020 Released Items Repository Scoring Guide

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>3.RL.4.1</td>
<td>B</td>
</tr>
</tbody>
</table>

Item DOK Standard(s) Key
2 2 3.RL.4.1 B
What is the theme of both stories?

- A  Solving problems is much easier when you work as a team.
- B  People who appear helpful at first are often not to be trusted.
- C  Believe in the impossible because it could turn out to be true.
- D  Sometimes the answer is not as clear as it may appear at first.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3.RL.4.2</td>
<td>D</td>
</tr>
</tbody>
</table>

**Indiana Department of Education**
**ILEARN English/Language Arts (ELA) Item Key – Grade 3**
20 My green pal Sal and I have created quite a buzz with the ad we placed in the phone book:

What is the meaning of the phrase created quite a buzz?

A solved a new case
B made odd sounds
C bothered others
D been noticed
In Passage 1, Iggy and Sal are the same in some ways and different in other ways.

Look at the descriptions in the table. Click a box for each description to show whether it tells about Iggy, Sal, or both Iggy and Sal.

<table>
<thead>
<tr>
<th>is excited to solve the crime</th>
<th>Iggy</th>
<th>Sal</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>is certain that the butler did it</td>
<td></td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>tells what each piece of the story means</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thinks he is better at solving crimes than his partner</td>
<td></td>
<td></td>
<td>☑</td>
</tr>
</tbody>
</table>
Which detail from the text shows that Jane Goodall likes chimpanzees?

A. “Using binoculars, she sat and looked at chimpanzees—hour after hour after hour.” (paragraph 4)

B. “She saw how they greeted each other with hugs and kisses.” (paragraph 5)

C. “She smiled at the baby chimps who perched on their mothers’ backs or sat cradled in their laps.” (paragraph 5)

D. “She saw mothers curl up with their babies and then sit back up to make a pillow from a handful of leaves.” (paragraph 6)
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
What is the main idea of the passage?

A) Jane Goodall likes chimpanzees.

B) Jane Goodall is good at watching animals.

C) Jane Goodall wants to go study more animals in the wild.

D) Jane Goodall gathered important information by watching chimpanzees.

**Part B**
Click on the detail from the excerpt below that supports your answer in Part A.

1. Jane Goodall knows how to watch. For more than 40 years, she has watched a group of chimpanzees in Gombe National Park in Africa. What she has seen has changed the way scientists think about animals—and people.

2. Jane was 26 years old when she first went to Gombe. It was 1960, and no one had ever studied chimpanzees in the wild. Jane’s plan was simple. She would travel to Africa and find some chimpanzees. Then she would sit quietly and watch them go about their lives.
Select two sentences from the excerpt below that show how Goodall was accepted by the group.

6 ... She saw mothers curl up with their babies and then sit back up to make a pillow from a handful of leaves. When the chimps left their nests in the morning, Jane climbed up to try them out for herself!

7 Slowly, the chimpanzees became used to Jane. They let her come closer and closer. Jane began naming the chimps she recognized. David Greybeard had a silvery beard and a calm manner. . . .

Select two sentences from the excerpt below that show how Goodall was accepted by the group.

6 ... She saw mothers curl up with their babies and then sit back up to make a pillow from a handful of leaves. When the chimps left their nests in the morning, Jane climbed up to try them out for herself!

7 Slowly, the chimpanzees became used to Jane. They let her come closer and closer. Jane began naming the chimps she recognized. David Greybeard had a silvery beard and a calm manner. . . .
Which idea from the passage does the photograph help show?

- Chimpanzees use tools for many different jobs.
- Chimpanzees learn to use tools at a young age.
- Chimpanzees use grass as an important tool.
- Chimpanzees and humans both use tools.

Item DOK Standard(s) Key
---
9 2 3.RN.3.1 C
A student is writing an opinion essay for his teacher about his favorite season. Read the draft paragraph from the essay and complete the task that follows.

First of all, I love cold weather and snow. When it snows in our community, all of the children head to the giant hill behind the elementary school and spend hours sledding. In addition to the cold weather and snow, I also enjoy the slower pace of life in those months filled with shorter days. People don't rush around so much when winter sets in. They seem to hibernate in a way, like animals do. Finally, I love winter the most because our house has the best old-fashioned fireplace, and we use it every day so we don't depend just on electric heat.

The beginning of the student's essay does not state his opinion. Write an opening paragraph that states the opinion and explains what the topic is about.
Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

<table>
<thead>
<tr>
<th>Source #1: What is an Astronaut?</th>
<th>Source #2: Life in Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronauts feel weak when they come back from space.</td>
<td>□</td>
</tr>
<tr>
<td>Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.</td>
<td>✔</td>
</tr>
<tr>
<td>Astronauts have a special view of Earth from space.</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task Item 1</td>
<td>3</td>
<td>3.W.5</td>
<td>Row 1: Source #2: Life in Space</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Row 2: Source #1: What is an Astronaut</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Row 3: Source #1: What is an Astronaut</td>
</tr>
</tbody>
</table>
Explain why it is hard to be an astronaut. Give two reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.
It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape. Source #2 says that being in space changes how blood flows in the body. Astronauts faces can get puffy and their necks can get bigger. This is hard on an astronaut because it changes their body. Astronauts must do special exercises so that their bodies do not become weak.

Exemplar 2 points

It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape.

Exemplar 1 point

It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape.

Exemplar 0 points

It is hard to be an astronaut because they have to go to school for a long time, and being weightless messes up their bodies.
Now begin work on your informational article. Manage your time carefully so that you can
1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your article.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your prewriting/planning as you write, and then revise and edit your informational article.
### 4-Point Informational Performance Task Writing Rubric (Grades 3–5)

<table>
<thead>
<tr>
<th>Score 4</th>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
</tr>
</thead>
</table>
| The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:  
• controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience  
• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas  
• effective introduction and conclusion  
• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:  
• controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience  
• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas  
• adequate introduction and conclusion  
• adequate progression of ideas from beginning to end; adequate connections between and among ideas | The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:  
• controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience  
• inconsistent use of transitional strategies and/or little variety  
• introduction or conclusion, if present, may be weak  
• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:  
• controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience  
• few or no transitional strategies are evident  
• introduction and/or conclusion may be missing  
• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression |

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.
### 4-Point Informational Performance Task Writing Rubric (Grades 3–5) Evidence/Elaboration

<table>
<thead>
<tr>
<th>Score 4</th>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
</tr>
</thead>
</table>
| The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:  
- comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific  
- clear citations or attribution to source material  
- effective use of a variety of elaborative techniques  
- vocabulary is clearly appropriate for the audience and purpose  
- effective, appropriate style enhances content | The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:  
- adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general  
- adequate use of citations or attribution to source material  
- adequate use of some elaborative techniques  
- vocabulary is generally appropriate for the audience and purpose  
- generally appropriate style is evident | The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:  
- some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied  
- weak use of citations or attribution to source material  
- weak or uneven use of elaborative techniques; development may consist primarily of source summary  
- vocabulary use is uneven or somewhat ineffective for the audience and purpose  
- inconsistent or weak attempt to create appropriate style | The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:  
- evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied  
- insufficient use of citations or attribution to source material  
- minimal, if any, use of elaborative techniques  
- vocabulary is limited or ineffective for the audience and purpose  
- little or no evidence of appropriate style |

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.

### 2-Point Informational Performance Task Writing Rubric (Grades 3–5) Conventions

<table>
<thead>
<tr>
<th>Score 2</th>
<th>Score 1</th>
<th>Score 0</th>
</tr>
</thead>
</table>
| The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling |

**No Score:** Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.

**Holistic Scoring:**
- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling  
- **Severity:** Basic errors are more heavily weighted than higher-level errors.  
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

The points for Organization/Purpose and Evidence/Elaboration rubrics are averaged together for one 4-point score. This is combined with the Conventions score for a 6-point total score.
ILEARN Mathematics
Item Answer Key
Jose uses skip-counting to create the pattern shown.

6, 12, 18, 24, ...

What is the next number in the pattern?

30

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3.AT.6</td>
<td>30, or any equivalent value</td>
</tr>
</tbody>
</table>
Enter a number to complete each equation.

<table>
<thead>
<tr>
<th>2</th>
<th>2</th>
<th>3.C.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - [3] = 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 - [30] = 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>900 - [300] = 600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Row 1: 3, or any equivalent value
Row 2: 30, or any equivalent value
Row 3: 300, or any equivalent value
Elizabeth has 4 rocks of equal mass. They have a total mass of 48 grams.

What is the mass of each rock in grams?

12
Which clock reads 5:45?

A  

B

C

D

<table>
<thead>
<tr>
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<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>3.M.3</td>
<td>D</td>
</tr>
</tbody>
</table>
A fraction model is shown.

What fraction of the model is shaded?

\[ \frac{1}{6} \]

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>3.NS.3</td>
<td>1/6, or any equivalent value</td>
</tr>
</tbody>
</table>
The triangle shown represents $\frac{1}{6}$ of a whole.

Which shape represents one whole?

- **A**
- **B**
- **C**

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>3.NS.3</td>
<td>D</td>
</tr>
</tbody>
</table>
A number line is shown.

What is the missing value?

- A 1
- B 2
- C 3
- D 6

<table>
<thead>
<tr>
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<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>3.NS.5</td>
<td>D</td>
</tr>
</tbody>
</table>
Create a fraction that is greater than \( \frac{2}{8} \) and less than \( \frac{2}{4} \). 

\[
\frac{2}{5}
\]

<table>
<thead>
<tr>
<th>Item</th>
<th>DOK</th>
<th>Standard(s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3</td>
<td>3.NS.8</td>
<td>any fraction greater than ( \frac{2}{8} ) and less than ( \frac{2}{4} )</td>
</tr>
</tbody>
</table>
A comparison is shown.

\[ \frac{1}{2} > \frac{1}{4} \]

What whole number could be the missing denominator?

2

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2</td>
<td>3.NS.8</td>
<td>1, 2, or 3</td>
</tr>
</tbody>
</table>
A student writes a number.
• The number is greater than 275.
• The number rounds to the same nearest ten as 275.

What is one possible value of the number?

279
ILEARN Mathematics
Performance Task Item Answer Key
According to the supply list, how many paint brushes are needed for 24 students?

48
According to the supply list, how many pounds of clay are needed for 24 students?

72
You need 120 pieces of chalk for Art Day. Your teacher has 6 boxes of chalk. Each box has 18 pieces of chalk. Is this enough chalk for Art Day?

Explain the steps you used to figure this out.

Rubric

**Score: 2**
Student develops an approach (compares the amount of chalk needed to the amount available) to determine whether more chalk is needed.

**AND**
Student gives a justification for the result.

**Score: 1**
Student correctly calculates the amount of chalk available and determines that more chalk is needed, but does not provide a logical explanation why.

**Score: 0**
All other responses.
If you divide 6 into 120 you will get 20, so 18 pieces of chalk in each box is not enough.

18 \times 6 = 108 \\
The teacher needs one more box of chalk for the class.

The student used division to determine how many pieces of chalk must be in each box in order to equal 120. He/she determined that 20 are needed and that 18 pieces in each box are not enough. The response contains evidence of the student’s competence in reasoning to the full extent that these processes apply to this item.

The student correctly calculated the amount of chalk that was available for Art Day (108) and determined that one more box was needed. However, the student did not justify nor explain why one more box would have been sufficient for the amount needed for the class. The student has demonstrated only a partial understanding of the mathematical content and practices essential to this item.

The student showed initial understanding of the required multiplication, but did not execute the operation correctly nor use his/her answer to build an argument as to whether or not there was enough chalk for Art Day. No evidence is present that demonstrates the student’s competence in reasoning or communicating essential to this item.
Your next task is to help plan the schedule for Art Day using the information from Task 2: Schedule.

Create a schedule for your class to follow on Art Day. You must follow the order given in the table.

<table>
<thead>
<tr>
<th>Art Day Schedule*</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>9:00 a.m.</td>
<td>10:30 a.m.</td>
</tr>
<tr>
<td>Break</td>
<td>10:30 a.m.</td>
<td>10:45 a.m.</td>
</tr>
<tr>
<td>Pottery</td>
<td>10:45 a.m.</td>
<td>12:15 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 p.m.</td>
<td>1:00 p.m.</td>
</tr>
<tr>
<td>Chalk Art</td>
<td>1:00 p.m.</td>
<td>2:00 p.m.</td>
</tr>
</tbody>
</table>

*Times must be given using a 12-hour clock

Rubric

Score: 1
Student enters times that satisfy the restrictions listed in Task 2: Schedule (at least 10 minutes for Break, Break and Lunch take exactly one hour, and each station is at least 30 minutes in length).

Score: 0
All other responses.
When the class went to the Painting Station at 9:00 a.m., the container of paint was completely full. After 6 of the 24 students got their share of paint, the paint level had dropped to the level shown in the following picture.

At 9:00 a.m. paint container is full. After 6 students got their share of paint, the level is here.

Katie thinks there is not enough paint for the rest of the students. Do you agree with Katie? Explain why or why not. Use the information shown in your explanation.

### Rubric

**Score: 1**

Student states whether he/she agrees or disagrees with Katie and provides a mathematically logical explanation as to why or why not.

**Score: 0**

The student may agree or disagree, but does not supply any logical explanation for his/her response.
I agree with Katie because the first 6 kids didn’t use much paint. It looks like 1/4 of the paint is gone because of the marks, but very little is really gone. Unless the other 18 kids use a lot more paint than the first 6 kids, there is enough for the whole class.

I think that Katie is correct because when they went in the paint container was full and after 6 students used it was half left.

**Scoring Rationale: 1 point**

The student displays good problem-solving skills in recognizing that less than ¼ of the paint was actually used by the first 6 students. The student even includes the caveat “unless the other 18 kids use a lot more paint . . .” to show his/her understanding that the amount used is based on the first 6 students and could actually vary and not be the same. The response contains evidence of the student’s competence in problem solving to the full extent that these processes apply to this item.

**Scoring Rationale: 0 points**

The student did link the amount of paint to the number of students who used the paint so far, but stating that only ½ of the paint is left is too far off the actual amount to provide any evidence of the student's ability to solve problems using measurement and estimation. No evidence is present that demonstrates the student's competence in problem solving essential to this item.