
THE WRITING ACADEMY, LLC

Summative Assessment 2

Grade 3

Clusters 3 to 5

Extended Constructed Response with TREES, Informational MICE and
GET SET, Paired Passage Responses

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TEKS Alignment Table

Each item is mapped to its TEKS target and the cluster/module where students learned the skill.

Item	TEKS	Skill Assessed	Cluster / Module
1	3.12B(i)	Write a thesis (central idea) answering a WHY prompt	C3 / M1
2	3.11A(i)	Identify the clue word in a prompt	C3 / M1
3	3.11C(i)	Revise a thesis (central idea) for clarity	C3 / M2
4	3.12B(ii)	Group details into a reason supporting the thesis (central idea)	C3 / M3
5	3.12B(iii), 3.7C	Connect evidence to the thesis (central idea) using CSI	C3 / M4
6	3.11B(i), 3.12B(i)	Shape the prompt: connect clue word to thesis (central idea)	C4 / M1
7	3.11B(ii)	Write an introduction with purposeful structure	C4 / M2
8	3.11B(i)	Write a broad Statement of Purpose	C4 / M3
9	3.11B(iii), 3.12B(ii)	Develop the thesis (central idea) with a relevant supporting detail	C4 / M4
10	3.11D(i)	Edit for subject-verb agreement	C4 / All
11	3.12B(i)	Find the thesis (central idea) that fits BOTH passages	C5 / M1
12	3.12B(i), 3.11B(ii)	Write a HOW response about paired passages	C5 / M2
13	3.12B(i), 3.11B(iii)	Write a conclusion restating reasons	C5 / M3
14	3.12B(ii)	Select supporting details from BOTH texts	C5 / M4
15	3.11D(i)	Edit for subject-verb agreement	C5 / All
ECR	3.12B(i), 3.12B(ii), 3.11B(i)	Write a informational response with thesis (central idea), evidence, explanation	All clusters

Name: _____

Date: _____

Grade 3 Summative Assessment 2

Clusters 3 to 5

Directions:

Read each passage carefully. Then answer the questions that follow. Choose the best answer for each multiple-choice question. For the written response at the end, plan your answer on the planning page and write your final response on the lined pages.

Read the following passage. Then answer Questions 1 through 5.

Why We Need Laws

Long ago people argued over land and things, / Voices grew loud like clashing, noisy rings.
/ Without clear rules to guide what should be done, / Many small problems quickly grew to one.
/ Some took more food while others had too little, / Strong voices won while quiet ones stayed brittle.
/ Disagreements spread like storms across the town, / And fairness often seemed to tumble down.
/ So people gathered, searching for a way, / To write fair rules that everyone would obey.
/ With laws to guide what people say and do, / Communities could grow more safe and true.

1. A student receives this prompt: "Why do communities need laws?" Which sentence is the BEST thesis (central idea) for a response?

- A. Communities need laws because fair rules help people solve disagreements and live safely together.
- B. A community is a group of people who live near one another in a neighborhood or a town.
- C. Laws are written on paper and stored inside government buildings around the country so that people can find and read them.
- D. Some people argue about things, and other people do not argue about things very often at all.

2. Read this prompt: "Why do communities need laws?" What is the clue word that tells the writer what kind of thinking the response needs?

- A. The clue word is "communities," and it asks the writer to list all the communities in the world.
- B. The clue word is "laws," and it asks the writer to copy every law from the poem into the response.
- C. There is no clue word in the prompt at all, so the writer can write about any topic they choose.
- D. The clue word is "why," and it asks the writer to explain the reasons communities need laws.

3. A student writes: "Laws are good." Which revision makes the thesis (central idea) STRONGER and more precise?

- A. Laws are really, really good, and everybody should think that laws are very good for all people in every community.
- B. Laws help communities because fair rules prevent disagreements from growing into bigger problems.
- C. Laws are things that people write down on paper and then follow every day in their neighborhoods.
- D. Laws are nice because they exist and people know about them in their own community and town.

4. The poem says "Some took more food while others had too little" and "Strong voices won while quiet ones stayed brittle." Which reason BEST groups these details?

- A. People ate food and talked to each other, which is something that happens in many different places.
- B. The poem uses words like "food" and "voices" because those are common words in the English language.
- C. Without laws, some people had more power than others, which created unfairness in the community.
- D. The poem has lines that rhyme at the end, and rhyming makes the poem easier for students to remember.

5. A student uses this evidence: "So people gathered, searching for a way, / To write fair rules that everyone would obey." Which explanation BEST connects this evidence to the thesis (central idea)?

- A. This evidence has two lines from the poem, and both of those lines end with words that rhyme.
- B. This means that people got together because they needed something to help them get along with each other, and then they decided to work on a solution together as a group.
- C. This shows that when disagreements grew, the community worked together to create rules, proving laws help solve shared problems.
- D. This tells the reader that the poem is about people who gathered in a town to talk about many things.

Read the following passage. Then answer Questions 6 through 10.

The Invention of Electricity

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities. One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes. Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops. Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.

6. A student receives this prompt: "How did Benjamin Franklin use problem-solving to help communities?" The clue word "how" tells the writer to explain which of the following?

- A. The year Benjamin Franklin was born and the city where he grew up as a young child in Massachusetts.
- B. The writer's personal opinion about whether or not Benjamin Franklin was a good or bad person.
- C. The ways or methods Franklin used to solve problems that made communities safer for people.
- D. A list of every invention that has ever been created by any person throughout all of history.

7. Which sentence would make the BEST opening for an informational paragraph about Benjamin Franklin?

- A. Benjamin Franklin was a curious inventor who used science and creativity to solve real problems and improve everyday life.
- B. I am going to write about a person from a long time ago who lived in Boston and did many interesting things.
- C. This paragraph is about Benjamin Franklin, and it will have a topic sentence and then some details and explanations about him and his inventions.
- D. Have you ever heard of electricity before? Electricity is a form of energy that powers many things today.

8. Which sentence BEST serves as a broad Statement of Purpose before narrowing into a thesis (central idea) about Franklin?

- A. Lightning is dangerous, and many buildings have been struck by lightning during thunderstorms over the years.
- B. Throughout history, some people have solved difficult problems by asking questions and testing new ideas.
- C. Benjamin Franklin was born in the city of Boston in 1706, and he had many brothers and sisters at home.
- D. This paragraph will explain how one inventor helped communities by using experiments and creative thinking.

9. Which sentence BEST develops the thesis (central idea) that Franklin used problem-solving to help communities?

- A. Franklin studied electricity and invented the lightning rod, which guided lightning safely into the ground and protected buildings.
- B. Benjamin Franklin was born a long time ago in a city called Boston, which is located in the state of Massachusetts on the east coast of the United States.
- C. Electricity is a type of energy, and energy can be found in many different forms all around the world and beyond.
- D. Some inventors create things that help people in their daily lives, and other inventors create things for fun.

10. Which sentence is edited correctly for subject-verb agreement?

- A. Franklin discover that metal could conduct electricity safely into the ground and away from buildings.
- B. Franklin discovering that metal could conduct electricity safely into the ground and away from buildings.
- C. Franklin were discover that metal could conduct electricity safely into the ground and out of buildings.
- D. Franklin discovered that metal could conduct electricity safely into the ground and away from buildings.

Read the following passage. Then answer Questions 11 through 15.

Henry Ford and Sam Walton (Paired Passages)

Text 1: Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families. In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one. Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Text 2: Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar. As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

11. Which thesis (central idea) fits BOTH the passage about Henry Ford AND the passage about Sam Walton?

- A. Henry Ford built cars in a factory using new methods, and Sam Walton sold many different products at lower prices in a large retail store building.
- B. Both Ford and Walton solved problems by finding new ways to make important things available to everyday families.
- C. Sam Walton was born in 1918 during the Great Depression, and Henry Ford was born in 1863 on a farm.
- D. Cars and stores are both things that many people use in their daily lives for different important reasons.

12. A student receives this prompt: "How are Henry Ford and Sam Walton similar?" Which thesis (central idea) BEST answers this prompt?

- A. Henry Ford and Sam Walton were both American men who lived during different time periods in the past and worked very hard to change their industries.
- B. I think Henry Ford was more important than Sam Walton because cars are much more useful than stores.
- C. Ford and Walton are similar because both saw that everyday families struggled, and both created affordable solutions.
- D. Henry Ford started a company in 1903, and Sam Walton worked at a retail store after he graduated college.

13. A student has written an introduction and two evidence paragraphs about Ford and Walton. Which sentence would make the BEST conclusion?

- A. In conclusion, both Henry Ford and Sam Walton proved that creative problem-solving can change the way families live.
- B. That is everything I know about Henry Ford and Sam Walton, and now my paragraph is completely finished and ready to turn in to my teacher.
- C. Henry Ford was born on a farm in Michigan, and Sam Walton delivered newspapers as a child in his town.
- D. There are many other inventors and business leaders who have also done very important things in history.

14. Which pair of details, one from EACH passage, BEST supports the thesis (central idea) that Ford and Walton both helped families?

- A. Ford was born in Michigan; Walton was born in 1918 during a very difficult time in American history.
- B. Ford created the affordable Model T; Walton noticed that high store prices hurt families with limited money.
- C. Ford liked taking apart engines and tools; Walton delivered newspapers and milked cows to earn spending money.
- D. Ford started the Ford Motor Company; Walton graduated from college and then took a job at a local store.

15. Which sentence is written correctly?

- A. Both Ford and Walton was creative problem-solvers who helped everyday families afford things.
- B. Both Ford and Walton were creative problem-solvers who helped everyday families afford things.
- C. Both Ford and Walton being creative problem-solvers who helped everyday families afford things.
- D. Both Ford and Walton is creative problem-solvers who helped everyday families afford more things.

Written Response

Directions:

Read the prompt below. Use the planning space to organize your ideas. Then write your response on the lined page that follows.

Writing Prompt

Read "The Invention of Electricity" again. Write an informational paragraph that answers this question: How did Benjamin Franklin use problem-solving to help make communities safer? State a clear thesis (central idea), support it with at least two details from the passage, and explain why each detail supports your thesis (central idea).

Your paragraph should include:

- A clear thesis (central idea) sentence that answers the prompt
- At least two supporting details from the passage
- An explanation of why each detail supports your thesis (central idea)
- Precise, informational word choices
- Correct sentences with subject-verb agreement

Planning Space

Use this space to plan your paragraph before writing.

My thesis (central idea):

Detail 1 and why it supports my thesis (central idea):

Detail 2 and why it supports my thesis (central idea):

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a small dark speck near the top center and some very faint, illegible marks near the bottom right corner.

TEACHER ANSWER KEY AND SCORING GUIDE

Answer Key with Rationale

1. A

TEKS 3.12B(i). A answers the WHY prompt with a thesis (central idea) naming the topic and giving the answer with "because." B defines the topic. C and D state vague facts. (C3 / M1)

2. D

TEKS 3.11A(i). "Why" signals the writer must give reasons. A and B misidentify the clue word. C says there is none. (C3 / M1)

3. B

TEKS 3.11C(i). B sharpens the thesis (central idea) by naming what laws do and why. A repeats the vague word. C and D stay vague. (C3 / M2)

4. C

TEKS 3.12B(ii). C groups both details under one reason (unfairness from unequal power). A restates without reasoning. B and D describe form. (C3 / M3)

5. C

TEKS 3.12B(iii), 3.7C. C connects evidence to thesis (central idea) with CSI. A describes form. B is vague. D restates without explaining. (C3 / M4)

6. C

TEKS 3.11B(i), 3.12B(i). "How" asks for methods/ways. C correctly identifies what to explain. A names facts. B asks for opinion. D is too broad. (C4 / M1)

7. A

TEKS 3.11B(ii). A introduces the topic with clear direction. B is informal. C announces structure. D drifts off topic. (C4 / M2)

8. B

TEKS 3.11B(i). B is broad enough to introduce the topic before narrowing to Franklin. A is too narrow. C is a birth fact. D announces structure. (C4 / M3)

9. A

TEKS 3.11B(iii), 3.12B(ii). A gives a specific detail (lightning rod) directly supporting the thesis (central idea). B gives a birth fact. C and D are vague. (C4 / M4)

10. D

TEKS 3.11D(i). "Discovered" agrees with singular "Franklin" in past tense. A uses base form. B uses participle. C uses "were discover." (C4 / All)

11. B

TEKS 3.12B(i). B identifies the connecting idea (both solved problems to help families). A lists separate facts. C gives birth years. D is too vague. (C5 / M1)

12. C

TEKS 3.12B(i), 3.11B(ii). C answers the HOW prompt with a connecting idea and "because." A is too general. B is opinion. D lists separate facts. (C5 / M2)

13. A

TEKS 3.12B(i), 3.11B(iii). A restates the thesis (central idea) and summarizes the connecting idea. B announces the end. C adds new facts. D drifts. (C5 / M3)

14. B

TEKS 3.12B(ii). B gives one relevant detail from each passage directly supporting "helped families." A gives birth facts. C and D give background. (C5 / M4)

15. B

TEKS 3.11D(i). "Were" agrees with the plural compound subject "Ford and Walton." A uses singular "was." C lacks main verb. D uses singular "is." (C5 / All)

Writing Rubric: Informational Paragraph (ECR)

Use this rubric to score the written response. TEKS: 3.12B(i), 3.12B(ii), 3.11B(i).

Score	RPLD Stage	Description
4	Independent	The response states one clear thesis (central idea) that controls the paragraph. At least two relevant details from the passage support the thesis (central idea). Each detail includes an explanation. Word choice is precise. Sentences have correct subject-verb agreement.
3	Visible	The response states a thesis (central idea), slightly general. Two details support it, but explanation may be thin. Most words are precise. Minor convention errors.
2	Emergent	The response names the topic but does not state a controlling idea. One detail may be present without explanation. Word choice is vague. Some subject-verb errors.
1	Foundational	The response restates the topic only or copies a sentence. No thesis (central idea), no chosen detail, no explanation. Significant convention errors.

Score Conversion

Multiple-choice: 15 points (1 each). Written response: 4 points. Total: 19 points.

Total Points	Percentage	Performance Level
17 to 19	89% to 100%	High
12 to 16	63% to 84%	Medium
0 to 11	0% to 57%	Low

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