

# Nebraska



## Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment

### ELA–Grade 3 Table of Specifications for Students with Significant Disabilities who take the Statewide Alternate Assessment

ELA Grade 3 Alternate Assessment Table of Specifications				
	DOK Stage 2	DOK Stage 3	DOK Stage 4	Item Total
<b>Reading Comprehension</b>				
<b>Reading Prose and Poetry</b>				
<b>Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>				
<b>LA.3.RP.1</b> Identify the central message or lesson in a literary text and explain how key details support that idea.				
<b>LAE.3.RP.1</b> Use explicit text and/or illustrations to identify the main idea in a literary text.	0-2	0-4	0-2	0-4
<b>LA.3.RP.2</b> Explain how characters respond to major events and challenges in a literary text.				
<b>LAE.3.RP.2</b> Identify the main character(s) in a literary text.	0-2	0-4	0-2	0-4
<b>Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.</b>				
<b>LA.3.RP.3</b> Determine and explain the point of view in a literary text.				
<b>LAE.3.RP.3</b> Identify a narrator's/character's point of view explicitly stated in a literary text.	0-2	0-4	0-2	0-4
<b>LA.3.RP.4</b> Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.				
<b>LAE.3.RP.4</b> Identify the beginning, middle, and end or a sequence in a literary text.	0-2	0-4	0-2	0-4
<b>Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>				
<b>LA.3.RP.5</b> Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.				
<b>LAE.3.RP.5</b> Identify a similarity in characters, settings, or events between two literary texts by the same author (e.g., books from a series).	Assessed at the district level.			
<b>LA.3.RP.6</b> Explain what the text says explicitly and draw inferences when asking and answering questions.				
<b>LAE.3.RP.6</b> Answer literal questions using explicit information in a literary text.	0-2	0-4	0-2	0-4
<b>LA.3.RP.7</b> Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.				
<b>LAE.3.RP.7</b> Identify a similarity in characters or events in two literary texts.	0-2	0-4	0-2	0-4
<b>Reading Informational Text</b>				
<b>Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>				
<b>LA.3.RI.1</b> Identify the central idea and explain how key details support that idea.				
<b>LAE.3.RI.1</b> Use explicit text and/or illustrations to identify the central idea in an informational text.	0-2	0-4	0-2	0-4
<b>LA.3.RI.2</b> Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.				
<b>LAE.3.RI.2</b> Identify an important individual or event in an informational text.	0-2	0-4	0-2	0-4
<b>Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.</b>				
<b>LA.3.RI.3</b> Determine and explain the author's purpose in an informational text.				
<b>LAE.3.RI.3</b> Identify if an author's purpose is to inform or entertain.	0-2	0-4	0-2	0-4

<b>LA.3.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.				
<b>LAE.3.RI.4</b> Use text features (i.e., titles, headings, table of contents, maps, pictures) to locate information.	0-2	0-4	0-2	0-4
<b>Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>				
<b>LA.3.RI.5</b> Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.				
<b>LAE.3.RI.5</b> Identify a similar idea about the same topic presented in two different informational texts.	0-2	0-4	0-2	0-4
<b>LA.3.RI.6</b> Identify an author's claim(s) and explain how the author supports the claim(s) in the text.				
<b>LAE.3.RI.6</b> Answer literal questions, using explicit information from an informational text.	0-2	0-4	0-2	0-4
<b>LA.3.RI.7</b> Compare and contrast topics and/or patterns of events in a range of informational texts.				
<b>LAE.3.RI.7</b> Identify a similar topic or event in two informational texts.	0-2	0-4	0-2	0-4
<b>Vocabulary</b>				
<b>Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>				
<b>LA.3.V.1</b> Acquire and use grade-level academic vocabulary appropriately.				
<b>LAE.3.V.1.a</b> Use sentence-level context clues and/or illustrations to determine the meaning of a word.	0-2	0-4	0-2	0-4
<b>LAE.3.V.1.b</b> Use commonly occurring prefixes to determine the meaning of words.	0-2	0-4	0-2	0-4
<b>LAE.3.V.1.c</b> Use word structure to determine singular or plural nouns and/or familiar past or present verb tense.	0-2	0-4	0-2	0-4
<b>Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>				
<b>LA.3.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.				
<b>LAE.3.V.2.a</b> Identify the use of alliteration in text.	0-2	0-4	0-2	0-4
<b>LAE.3.V.2.c</b> Identify the relationship between words (e.g., same, opposite, beginning with the same initial letter or sound).	0-2	0-4	0-2	0-4
<b>Writing</b>				
<b>Productions of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>				
<b>LA.3.W.1</b> Write paragraphs using a variety of sentence types.				
<b>LAE.3.W.1.a</b> Capitalize the initial word in simple sentences.	0-2	0-4	0-2	0-4
<b>LAE.3.W.1.b</b> Use periods and question marks in simple sentences.	0-2	0-4	0-2	0-4
<b>Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>				
<b>LA.3.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.				
<b>LAE.3.W.5.b</b> Identify details that relate to the given topic.	0-2	0-4	0-2	0-4
<b>LA.3.W.6</b> Locate evidence from literary and/or informational text sources to answer questions about a topic.				
<b>LAE.3.W.6.b</b> Identify print and digital tools to gather information.	0-2	0-4	0-2	0-4
<b>LAE.3.W.6.c</b> Organize information into categories.	0-2	0-4	0-2	0-4