ELA - SBAC PRACTICE TEST GUIDE English Language Arts:

- Pages 1-3 Sign in to the Practice tests
- Pages 4-6 View a Training Test (Non Performance Task) with tips and notes
- Pages 7-8 View a Classroom Activity and Performance Task

1) Go to the Olympia School District website, and find Student Resources:

2) Click on Smarter Balanced Assessment Practice Tests
3) **Go straight to the arrow – you do not need a session ID.**

4) **Click on Sign in – the Confirmation and Session boxes all say GUEST**

5) **Select a grade**
6) Select a Test

Start with the **Training Test**, to get an idea of **Tools** in the test.

![Image of Your Tests section]

7) **There are 3 pages of miscellaneous sign in screens – click through them.**

![Image of Choose Settings and Is This Your Test section]

**Test Instructions and Help**

Click the question mark button to access this Help Guide at any time during your test. Scroll down for more information.

**Contents**

- Overview of the Student Testing Site
- Test Rules
- About Print-on-Demand and Text-to-Speech

**Overview of the Student Testing Site**
You will see a reading passage and some questions

**A Family of Artists**

"I think we should paint a mural," suggested Beth.

"What a mural?" Sam asked.

"A mural is a huge picture that is painted on a wall," Grandma said. "It's something that is sure to attract more customers to our store."

For the last two weeks Beth, Sam, and Tim had been busy renovating the shoe store their grandparents owned on Main Street. They had finished painting the inside of the store and were pleased with how it looked all fresh and clean. Now, they needed to focus on the outside of the building.

At first their grandparents were not sure how to improve the outside. there was not a large, plain wall that faced the street. They asked their grandchildren if they had any ideas how to grab the attention of people who passed the store. Beth suggested a mural.

Grandpa had been a little wary of painting on the wall, but everyone else in the family agreed that a mural was a great idea, even Sam. He was not as enthusiastic as his brother and sister, but he had helped paint the walls inside and had found it to be fun. The outside of the building was different though; it required creativity, and he was not sure he would be a great help.

It wasn't that Sam didn't like painting. It was just that when he attempted to transfer the images from his mind onto a piece of paper, things never looked quite like he wanted them to.

On the other hand, Tim, Sam's older brother, made painting seem easy. Many of Tim's paintings could be found throughout their grandparents' apartment on the second floor of the shoe store. Tim could study an object and his painting would look exactly like the real thing. Beth, their sister, did not like to use color, but she was a terrific sketch artist. She liked drawing people and buildings.

Grandpa called down the hall, "Sam, come on. We need to go help the others soon."

"Okay, Grandpa," replied Sam. "I'll meet you downstairs in a minute."

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**You will be asked to write one or two paragraphs**

A student is writing a story for his English class about being late for school one day. Read the beginning paragraphs from the story and complete the task that follows.

This morning, I woke up late. My alarm clock never went off! The only reason I woke up at all was because I heard my dog barking. I walked down the hall to my mother's room to find she was still in bed. "Mom! Wake up!" I yelled. "I think we both overslept." I looked over at the clock and it was 7:30 a.m. School starts in one hour—great!

I ran into the bathroom. There, I brushed my teeth, washed my face, and then looked in the mirror. My hair was standing straight up! I combed it down with water as fast as I could.

After that, I threw on some clothes and shoes. Racing into the kitchen, I grabbed my backpack from the table and an apple from the fruit bowl.

"Bye, Mom!" I yelled as I pushed through the screen door letting it slam shut behind me.

As I ran for the sidewalk, I watched the bus pull away from the curb and turn down the next street. Soon it was out of sight.

In one or two paragraphs, write an ending to the story that follows from the events and experiences in the story.
• You will be asked to Choose two sentences (not one, not three)

A student is writing an opinion essay for his teacher about cursive writing. The student wants to revise the draft to include more supporting reasons. Read a paragraph from the essay and complete the task that follows.

Furthermore, there isn’t enough time in a school day for learning unimportant subjects such as cursive writing. I don’t think cursive writing is as important as math or science. Everyone is talking about how American students need to improve their math and science skills. We have to take tests to show what we have learned in those subjects. No one ever tells us we need to improve our cursive writing so that we can get into college or get a job. Let us spend our school day on things that are important. Cursive writing is not something we would use as an adult.

My notes on cursive writing:
* not something to use later in life
* don’t have enough time in school day
* unimportant

Choose two sentences from the student’s notes that add the best reasons

- Cursive writing is faster than printing.
- People use cursive to write their signatures.
- Learning to print is more difficult for students.
- Students need to be able to read cursive writing.
- Not that many people use cursive when they are adults.
- Most job applications ask people to print their information.

• You will listen to a presentation and give a response

Water in Space

Listen to the presentation. Then answer the questions.


Many scientists are studying hard to find ways to recycle water in space.

Pack two reasons from the presentation that explain why NASA wants to recycle water in space.

- Water is difficult to store.
- NASA wants to save money.
- NASA ships have little extra space.
- NASA cares about the environment.
- People use a lot of water in their daily lives.
- Astronauts need more water than other people do.
• You will check boxes for main idea

**Be sure to only click on 3 boxes, the BEST idea in each column**

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the best main idea that each note supports.

<table>
<thead>
<tr>
<th>Note 1: Tree frogs can be found on the ground, in small plants, or in trees.</th>
<th>Main Idea A: How Tree Frogs Grow</th>
<th>Main Idea B: Where Tree Frogs Live</th>
<th>Main Idea C: What Tree Frogs Look Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note 2: Some tree frogs change color to hide in what is around them.</th>
<th></th>
<th></th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.</th>
<th></th>
<th></th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.</th>
<th></th>
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</table>

• You may review your answers at the end of the test
ELA Classroom Activity and Performance Task:

1) Find the Classroom Activity here:

(this activity takes place before the Performance Task test)

SBA PRACTICE Classroom Activities

2) Under here – find the Grade and Content area

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade and Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of This World</td>
<td>Grade 3 ELA</td>
</tr>
<tr>
<td>Animal World</td>
<td>Grade 4 ELA</td>
</tr>
<tr>
<td>Working Together</td>
<td>Grade 5 ELA</td>
</tr>
</tbody>
</table>

3) Example – Grade 3 ELA – Out of This World

Out of This World Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity, it is permissible to pause and ask students if they have any questions.

Learning Goals:
- Students will understand the context of the key concepts related to the topic:
  - The Sun, planets, and moons are parts of the solar system.
  - Astronauts and astronomers study the solar system to help others learn more about the solar system.
4) Go back to the Test selection screen (see pages 1-3 above to find this)

Select G3 ELA Performance Task.

5) You will see that the test questions relate to the Classroom Activity

Part 1

Sources for Performance Task:

Source #1
You have found a source describing the type of training that astronauts receive in order to do their job.

What is an Astronaut?
by Talia Yee

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.

Source #2: Life in Space

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>

2

Which source most likely has the most useful information about the kinds of work that astronauts do while they are in space? Explain why this source most likely has the most useful information about the kinds of work that astronauts do while they are in space. Support your explanation with two details from the source.

3

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.